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ABSTRACT

This kit presents the results of a survey conducted by the Association of Research Libraries (ARL) in 1974 to investigate and document various experiences of academic and research libraries in reclassifying portions of collections or entire collections and the relationship between libraries' particular classification schemes on effective participation in cataloging networks. Of the 73 libraries responding to the survey, 62% reported having undergone a reclassification project in the past 15 years. A detailed analysis of the responses provides information and data on the nature of reclassification efforts, incentives for reclassifying, various cost analysis methods for reclassification projects, problems incurred by split collection operations, identification of the various networks in which responding libraries participated, and extent of utilization of the Ohio College Library Center (OCLC), including modifications in staff patterns, technical processing organization, and procedures resulting from network participation. A collection of source documents includes: (1) reclassification plans and procedures from University of Utah, University of Maryland, Dartmouth College, and University of Connecticut; (2) reclassification flow charts from Middlebury College and University of Maryland; (3) a letter to all members of the faculty at University of North Carolina; (4) a flowchart of monograph cataloging procedures prior to OCLC from Massachusetts Institute of Technology (MIT) and analyses of cataloging costs; (5) expenses for card production, cataloging, and end processing at Harvard; (6) the by-products of reclassification from Case Institute of Technology; (7) procedures for reclassification of active Dewey serials; (8) decisions to be made regarding changeover to Library of Congress classification; and (9) a 14-item reclassification bibliography. (THC)

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Reclassification Survey Results

Kit 16

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RECLASSIFICATION

U. UTAH

I. Introduction

The Library of Congress classification was adopted by the Marriott Library in September 1, 1966. It was decided not to have a concerted reclassification effort of the entire collection, but to have a gradual change. Reclassification may be done in 2 of the sections of the Cataloging Department: Cataloging Section and Catalog Maintenance Section.

Reclassification occurs whenever an added copy of a title classed in Dewey is received (this includes multi-volume sets and serials), whenever our treatment of a monographic series differs from the Library of Congress treatment, and whenever a title classed in Dewey comes into the Cataloging Department for any reason. Every volume leaving the Cataloging Department must be classed in the Library of Congress classification (excepting titles for the Juvenile and Curriculum Collections).

Procedure for Reclassification into LC Classification
(Revision, May 1970)

1. Pull the shelflist card and determine the new call no. in LC classification. Write in the new call no. on the shelflist card in pencil in the lower left hand corner. Make sure that the new call no. fits our shelflist catalog.
2. Prepare the cataloging copy slip with the new call no. on it, your name, the date of reclassification, and other necessary information. Enough information should be typed on the cataloging slip to identify with the catalog cards, if necessary.
3. Fold the cataloging copy slip over the shelflist card. Use a rubber band to hold them together. Then place this "bundle" in a box marked: Cards for books to be brought into the Cat. Dept.
4. A student-assistant will take the box to the stacks and bring the books. If, however, the title has more than one volume or one copy, the "bundle" will be placed in the first volume or the first copy, or which volume or copy number is the first in our library. When the cataloger receives these books, she compares them against the shelflist card and makes the final decision on the call no., because the books do not always fit the cards and vice versa; also, she checks if all the pieces have been brought to her. If any volumes are missing, the cataloger will call the Circulation Department, or make an inquiry in person, in order to find out whether the particular book is charged out or not. Accordingly, the cataloger will then fill out a SEARCH or HOLD slip. The cataloger should always fill out a search or hold slip as in the past, but make sure that the old call no. includes a physical description of the book if there is one, such as v. pt., no., etc. Always make a note on the SEARCH slip: "If found, reclassify into:...(the new call no. and the physical description of the book, indicating the next highest copy no. not on hand). On the verso of the SEARCH slip indicate the imprint of the book. Keep in mind that we reassign copy numbers in numerical order to the copies on hand during reclassification"; on the HOLD slip: "Reclassify into: ...(the new call no.)" Also indicate on the SEARCH or HOLD slip the location the book should go to, if it is outside of the block classification. There will be a box in the cataloging area marked: "HOLD and SEARCH slips." The student-assistant will take these slips to the Circulation Department once daily. When the books are found or returned, a clerk in the Circulation Department will bring them to the catalogers whose names are on the slips. (Example on page 2)

SEARCH SLIP		061 C814 U581r v. 7
Date	2/12/69	Call no.
Checked:	Location:	
Shelflist _____	Author: Christie, Robert A.	
acc'n no. _____	Title: Empire in wood: ...	
Serials list _____	If found reclassify into:	
Serials Order _____	HD	
Files _____	6961	
Reshelve _____	C65	
Shelves _____	v. 7	
Signed:	Please notify:	
form no. 101	Name: E. Roberts	
	Address: Cataloging Dept.	

Be sure and put C no. on L.C. number.

If found come other way, be sure to cancel with search upstairs.

UNIVERSITY OF UTAH LIBRARIES	
HOLD SLIP	
CALL NO.	061 A512 M986a no. 10
BOOK HELD FOR	
Emily Flowers	
Name	Cataloging Dept.
Address	
Reclassify into:	GN 2 A265 no. 10
Date put on Save Shelf	
Signed	(Desk Attendant)
Form no.	112

5. Whenever a SEARCH slip is made for missing volumes or copies, a simple shelflist replacement card should be prepared and filed in the Shelflist Catalog under the old call no. In the old or the new call no. do not indicate the specific vol. or copy, unless it is a classed together and catalog separately series. See sample below for information the card should contain. Please use the plain catalog cards for this purpose.

Sample:

286.509

A512

M986a

If found reclassify into: BX
7315
C57

5-15-70

Cristie Bryner

6. Whenever a SEARCH slip is made for a title having one volume or one copy, or several volumes or copies, and at the time of reclassification no volume or copy or all volumes or copies are not found, ~~then all cards are pulled and rubber banded behind the shelflist card, and then filed in the Shelflist Catalog.~~ the shelflist card is refiled with a note telling what is to be done with book when it's found.
7. Prepare temporary slips from the shelflist card. Always use the new call no. which has been assigned and indicate that the title is being reclassified by typing RETCLASSIFIED above your name. The temporary slip form consists of 3 parts: pink slip, blue slip and green slip. (Example on page 4)

LA 226 A65	American universities and colleges.
RECLASSIFIED	
Kellogg 1-24-69	

8. Those books that need binding or rebinding should have the binding instruction slips inserted in them as an indication to the Preparation Section.
9. The cataloger or her assistant will take the green temporary slip and place it in the book. If the title has two or more volumes, always place the green temporary slip in the first volume. Use old 3 x 5 catalog cards for volume numbering and do not repeat the complete call no. for each volume. Be sure to place the volumes in numerical order on the book truck. Do not write the new call no. on the verso of the title-page, but cross out the old call no.
10. Reclassified materials do not receive any priority in the Preparations Section; we can not neglect the new acquisitions either. We must, however, strive toward our promised 48 hours limit.
11. The reclassified library materials should not remain in the Cataloging area more than two working days. All reclassified materials must be sent to stacks for shelving before 5 p.m. on Friday. No cataloger should attempt to reclassify a book on Friday unless she thinks she can finish it before 5 p.m. the same day.
12. The cataloger or her assistant will file the blue temporary slip in the Shelflist Catalog. The cataloging copy slip, pink temporary slip, and the shelflist card will be then placed in a box marked: Cards to be pulled.
13. The student-assistant will then take the box to the Public Catalog. The main card will be pulled first, and the pink temporary slip filed

in the place of it. Then the other cards must be pulled.

14. When the cataloger or assistant-cataloger receives the box with the cards pulled and the cataloging copy slip, she will check to see that all the catalog cards had been pulled, and if necessary, add additional instructions on her cataloging slip.
15. It will be the responsibility of the typing section to prepare catalog cards for reclassified materials as soon as possible. Once every three months a student-assistant will check the temporary slips filed in the Shelflist Catalog. If a temporary slip has been filed more than 3 months, the cataloger will be notified.
16. Always keep in mind when reclassifying a title which has several volumes or several copies that all of the volumes or copies must be reclassified at the same time, except for volumes or copies for which HOLD or SEARCH slips were made.
17. If the missing volumes or copies were found by others than Circulation Search Staff, please inform Circulation to cancel the search.
18. Whenever a reclassified volume is to be shelved in a different location, always give this information to the Sub-professional in charge of transfers: former location and new location. This must be included in the transfer monthly statistics.

MARRIOTT LIBRARY

POLICY

SUBJECT: RECLASSIFICATION OF MATERIALS ON REFERENCE IN THE SUBJECT
DEPARTMENTS

Materials removed from the subject reference shelves for reclassification are frequently not going back to the reference shelves after reclassification is accomplished. Sometimes they go to another department. The fact that a reference book can be outside the block classification assignment indicates a lack of awareness of policy. For example, it is entirely possible for Engineering to have on their reference shelves a copy of a book with a classification number that would put it in the Fine Arts collection.

From this point on the following procedure should take effect in reclassifying materials that are on reference in the subject collections:

1. At the time the material is removed from the reference shelves the subject reference head should be given the new L.C. number so that the dummy which designates the reference location can be modified and relocated.
2. All such reference books have been labeled with the subject department label and a reference label. No matter what new classification number is placed on the spine of the book these labels should not be removed. If the book pocket and card are removed, the new card and pocket should be stamped non-circulating. If the location stickers or reference stickers "disappeared" from the spine it is the cataloger's responsibility to instruct markers in the Preparations Section to put the new ones on.
3. In the event of the last received volume of serial being the only one needed for reference, it alone will be returned to the reference shelves. The remainder of the set will go where classification takes it.
4. When the books are reclassified and all the work is completed these reference books should not be put back into the system with the regular production of cataloging but should be returned directly to the reference department of the subject area or special collections reference department.

The purpose of these procedures is to assure that reclassified reference material returns to the reference shelves of the subject department from which it was taken.

Reclassification planning at the University of Maryland

April 22, 1963

by Carl Cox, Head, Technical Services

In the spring of 1961 the staff of the University of Maryland Library began to study the feasibility of reclassification, although for several years prior to that date we had been concerned with the inadequacy of the Dewey decimal classification in our situation. As of June 30, 1961, the collections on the College Park campus totalled 307,068 volumes and we had been adding an average of 20,000 volumes per year. Our book budget was increasing in giant steps, however, which made it apparent that our collection would double by 1967 and probably reach the millionth volume in 1970. It was obvious that we could not keep up with such rapid expansion without both additional equipment and personnel and, even if we could devise systems and acquire the necessary equipment to mechanize our operations, we would still be faced with the problem of an ever-expanding cataloging staff combined with a shortage of professional librarians. From the use of Library of Congress cards over the years we knew that from 60 to 70 percent. of our new titles had LC coverage and that we were already following LC entry and subject headings. We reasoned that, with adequate revision, we could utilize well-trained library assistants to handle these books if we adopted the LC classification system as well. We realized also that we had reached the point where further delay in a final decision on reclassification was, in effect, making the decision not to reclassify since the expanded size and consequent added cost would make the change almost impossible later. We decided therefore that the time had come to investigate our situation thoroughly and settle the problem one way or another.

As we took a closer look at our collection we found that many of our books already had six numerals following the decimal point in the Dewey classification--some fortunate few actually had nine--and this confusing notation could only get worse as we continued to purchase more specialized material. Due in part to the lack of a proper number in Dewey and in part to local interpretation, we had diverged over the years from the Dewey scheme in so many spots that only a professional cataloger trained in the ways of this library could assign the classification even though the recommended Dewey number was included on the Library of Congress card for the book. Later revised editions of the Dewey classification had further contributed to inexactness by the split of older and newer material on the same subject. Furthermore, this library, like most libraries using Dewey, had developed its cutting to a fine art of special schemes in order to make

the Dewey number serve our collection more adequately. Capital A was used for bibliography, a capital Y for criticism, capital W for biography, etc. A biography of Adler written in German by Adenauer and translated into English by Brecht would be cuttered Ad73WAdEb, for example, while selections from Adler's works translated into English by this same Brecht would be Ad73E.B. Not only did this proliferation of peculiarities make cutting and shelisting by a professional librarian necessary, it also made our open-stack system a nightmare for both user and shelve.

In contrast to the classification difficulty, our card catalog was in good condition, since we had been following LC entries and using LC subject headings religiously for many years. A random sampling of trays in our main catalog disclosed that over 80% of the cards in the catalog were LC printed cards and we knew that of the remaining 20% all but the very early cards were based on LC copy. We decided quickly therefore that recataloging was not needed and was to be actively discouraged--that we were not eager to seize this glorious opportunity to correct all possible errors of commission or omission made in the past. Our problem thus became one of re-notating our volumes with LC numbers and changing the call numbers on the catalog cards. Once this conclusion was reached we realized that we could accomplish the change with mostly clerical assistance, provided we could accept the LC classification without major changes and local adaptations.

Our library is on the divisional reading room plan, and these reading rooms correspond largely to the major Dewey classification divisions (300-Social Science: 700-Fine Arts; etc.). One area of concern to our reference people in a possible reclassification, therefore, was how the Library of Congress classification might change the subject composition of the reading rooms or, conversely, how the major LC class divisions might have to be subdivided to fit into our present pattern. To settle this we made a correlation of the Dewey and LC major class divisions to see where the LC classes would fit logically in our system and, within those classes, which categories of material would shift from one reading room to another if we did not subdivide beyond the major class. We also made a quick survey of the number of titles in our shelflist which would shift locations. Of an estimated 175,000 titles we found a little less than 6000 (3%) would change location. Most of these problem areas were, we found, placed as logically in one location as another--journalism, for example, which in Dewey classed

in the 000's and was under the jurisdiction of our General Reference Room and which in LC classes in P and shifts to our Humanities Reading Room. We determined as a result of this study that we could maintain our present pattern, assigning materials to reading areas by classification, and that this would not be a deterrent to the acceptance of the LC classification. Materials needed for reference use in any area could still be shelved in that area, of course, by using a location symbol above the call number regardless of subject classification.

Next we devoted our attention and discussion to the three major areas of LC classification policy which differed from ours under Dewey--biography, bibliography, and fiction in English. Biography we had classed together in 920 under our Dewey system, whereas LC generally preferred classification by subject interest of the biographee. With bibliography we had generally preferred a subject classification, although many of our bibliographies were actually shelved in our General Reference Room by location symbol. LC's policy on treatment of bibliography was not clear-cut by any means, but most often they seemed to prefer the Z bibliography classification over the subject bibliography number. Whereas we had been classifying our fiction in the literature (800) numbers, LC classified fiction in English in PZ3 or PZ4 except for noteworthy editions of literary classics. In all of these cases we either had to accept a change in our policy of classification or ignore the number assigned by LC and do original classification on all titles in these categories. Although the decision on these policies would not necessarily scuttle the change to LC, since we could adapt the LC class as easily as we had the Dewey all these years, we know that much of the advantage of making the change would be lost if we continued to second-guess the LC catalogers. Most importantly, it would increase the time needed to reclassify and both the library and the university administrations were opposed to a long-term project. Secondly, by not accepting whole categories of classification numbers we would be committing the library to continual reclassification in the years to come. These problems were discussed in meetings with the supervisory staff and dissenting views were collected in writing.

We reviewed at this time the advantages we expected to gain from making the change of classification. In addition to the closer classification of material in the stacks, which would benefit the reference personnel by re-

ducing the amount of patron assistance necessary, and the greater ease of shelving which would benefit the loan department, the following major advantages were to be expected for the cataloging area:

1. New titles for which LC card copy is available could be handled by library assistants with final revision by a cataloger and only in cases of shelflist conflict would the title need to be referred to a cataloger. This would eventually apply to from 40% to 60% of our new material, thus freeing the professional staff to concentrate on purely original cataloging.
2. In original cataloging, or on books for which LC had not supplied a class number, the task of fitting the title into the classification would be much quicker because of the fullness of the LC classification breakdowns and because the LC subject heading list gives the preferred classification number to correspond with the heading.
3. Author cutting could be done by clerical personnel, impossible with Dewey because cutting is so much more important in differentiating the greater mass of titles in one number. Thus the job of assigning the call numbers would be cut in half for the cataloger.

Against these advantages to be gained if we accepted the classification as LC interpreted it, we weighed the pleas for special adaptations. Although we could not defend the LC classification in all its aspects in terms of logic, we also found that the adaptations suggested were based for the most part on special interest and, as such, would displease as many people as they would please. Zoologists still insisted that animal behavior be classed in zoology, while psychologists believed just as firmly that it should be classed with books in their field, for example. We soon saw that if we adapted we would have our new classification diverging from the basic scheme over the years to come as much as had the Dewey in the past, with classification being done not so much on the basis of subject as by anticipated use or, more bluntly, by the interest of the academic department recommending that particular book for purchase. We would, in effect, be right back where we were presently with the Dewey classification and would have failed to release the time of the professional catalogers to handle purely original work. After careful consideration, therefore, we decided that we would accept the LC classification as given by the Library of Congress without deviation. This was the crucial decision toward the acceptance of the reclassification and once it was made we felt justified in recom-

mending the project to the University administration as a budget item.

Even as these deliberations were taking place, we were investigating personnel needs for the changeover and looking at machinery for the reproduction of catalog cards. After test runs on the time required for typing headings, re-lettering, filing, etc., we decided that the task could be accomplished within our two-year ideal deadline by the addition of two professional catalogers and twenty clerical positions in various grades. We estimated that we would need to reproduce 1½ million cards and were concerned during our search for equipment with speed and ease of operation, considering cost to be a limiting, but secondary, factor. Since our average card set is six cards, it was obvious from the first that the most advantageous method for us would be to use the Xerox 914 to reproduce directly upon card stock and do away with the intermediate step of making a multilith master. Since the Xerox company itself seemed to think this was inadvisable, however, we prepared cost figures on two alternate multilith procedures, one using the Xerox 914 and the other employing the Eastman Kodak Ektalith camera to produce the masters. These cost figures (Charts I to III) were presented along with our budget request for the project. When the Xerox 914 was finally installed, the company adjusted the machine tolerances and we have been reproducing our cards directly on card stock with no difficulty whatsoever.

Immediately upon the assurance of budget approval, we decided to put all new titles into the LC classification rather than continuing to add to Dewey until the official start of the reclassification, July 1, 1963. As added copies and new editions were received the older copies and older editions were to be reclassified at the time the new volume was put through. The only exception to this rule would be serials, where the length of the back file would be the determining factor as to whether to reclass immediately or wait for the beginning of the project.

We placed a moratorium on cataloging for one month, adding only rush titles needed for reserve or class use during this period. This allowed us to clear out volumes already classed in Dewey but not yet completely through the process and also gave us time to hold training sessions for both catalog and reference staff. We took advantage of our proximity to the Library of Congress to send our library assistant who was to be in charge of shelflisting to LC for a day's training in their shelflisting principles, for example. A student crew was put to work shifting portions of each stack level to give room for shelving the LC classed books on the same level as books on the

comparable Dewey classes. Supplies and equipment were ordered--cards for the Xerox operation, proof slips of LC cards (the pre-cut and pre-punched variety rather than proof sheets), a typewriter for labels, additional trays to begin the new shelflist, and the like. Publicity was written and disseminated to faculty and students. After this period of frantic activity, we released our first books in the new classification for shelving on November 1, 1962.

From beginning in this fashion with our current additions we have learned much which will assist us in the actual reclassification, and have had opportunities to refine our planning and thinking on the basis of actual problems before we tackle the major operation. New titles with LC cards or LC proof slip coverage are now handled completely by library assistants, with final revision by a professional cataloger. Where we have a proof slip at the time the book is ordered we Xerox a set of cards immediately and hold them for the arrival of the book. As soon as the book arrives it is properly stamped and lettered, and both cards and books are ready for release.

The Xerox operation has been extremely successful and has accomplished wonders in speeding up our operations. Originally we planned to hand-feed the card stock, but since the adjustment of the machine tolerances we have been able to utilize the automatic feed feature of the machine without any difficulty whatsoever. We run cards four up by merely laying them in proper position on the glass plate, without any prior mounting of any kind, and we use a pre-punched, pre-perforated 100% rag card stock in sets of four which immediately upon completion of the run can be torn apart into finished sets. This card stock we obtain from Walker-Goulard-Plehn of New York at \$20.80 per thousand. Although this at first glance seems high, the actual cost per card is only $\frac{1}{2}$ cent. Xerox cost per card up to 2000 copies (8000 cards) per month is just 1.08 cents, over that number of copies just under 1 cent (.009) per card. Basic cost per card, minus operator time, is therefore in the vicinity of $1\frac{1}{2}$ cents, or 9 cents for our average set of six cards. Adding operator time, 2.8 cents per card in our case, we have a total cost per set of six of just under 26 cents (25.8) per set. Furthermore, this cost will probably be reduced as our volume of cards increase. Ordering the LC cards would cost us 32 cents plus clerical time of approximately 3.5 cents per set, or 35.5 cents.

To change the call number on the spine and inside of the book we are using labels. Since most of our books were hand-lettered before, we most often can affix the label over the old number without problem. In the few

instances where the old call number is too large to be completely covered by the new label we cover it over with India ink and then affix the label so as to eliminate any possible confusion.

On the cards which are reproduced from existing sets in the catalog we use Snopake over the old call number and type the new LC number over the Snopake before Xeroxing.

Although lines cannot be drawn absolutely, we plan to have our permanent staff handle the current additions when we begin the major project in July, while the reclassification of material already in the collection will be the responsibility of the project staff. Changes in the procedure will undoubtedly be made as we go along to solve problems which we do not now anticipate. Basically we consider the most serious problem to be that of timing and we will have to rely to a great extent upon the organizational ability of the professional who is to direct the project and its staff. The reclassification will be done in so far as possible class by class, working from the shelflist, but attempting to change the most used material first. We do not plan to recall material in circulation, but merely to annotate the charge record so that the book will be sent for reclassification upon return. Although we are naturally running two shelflists, we are not splitting our main card catalog but interfiling the LC and the Dewey classed books in the one alphabet. We will set up a floating project work room as near as possible to the stack area where the current reclassification is being done.

As we see it now the following steps comprise our basic plan of attack:

1. Take Dewey shelflist cards to stacks and remove the books to the project work room.
2. Check books missing from the shelves against the charge out file and annotate the charge card for those found. Notify the Loan Department of any books not found so that a further search can be made.
3. Using the shelflist cards as a guide, locate the main entry in the public catalog. Where the main entry is a Library of Congress card with the LC call number included, put the number LC has assigned the book on the verso of the shelflist card. Pull main entries for those books located on the shelves in Step 1, but leave the others in the catalog. Where our main entry is a Maryland original, check the LC printed catalog for the LC call number and put this on the verso of both the shelflist card and the main entry. Where no LC number is located, give both cards to the project director for classification.

4. Return shelflist card for titles not located to the Dewey shelflist, and file a brief temporary Dewey shelflist card for the titles located. Check the LC numbers on the verso of the shelflist cards remaining against the LC shelflist and, if there is a conflict, refer to the project director.

5. Except for cases of conflict, send the original shelflist card for those books located to the project work room so that new labels can be typed and affixed to the books. Give the main entries for these titles to the Xerox preparation unit.

6. After Xeroxing and the completion of headings on the new set, the set is sent to the project work room for revision of books and cards together. Books are sent to the new locations in the stacks and cards are distributed to the filers who, as they file the new cards in the public catalog pull and discard the old set.

In its briefest form, this is our plan of operation. We hope to be able to time the operation so that only twenty four hours will elapse from the removal of the book from one location in the stacks and its reshelving in another. This will necessitate some experimentation as to the number of books and cards which can be handled in a day and we may find it necessary to work in teams to facilitate communication and control. We know already that we will not receive all the personnel which we requested, and are therefore resigned to a longer changeover time than we had hoped. Present estimates indicate between three and four years for the total change.

Chart I

Xerox 914 Direct Method

2 year cost

1st year (798,400 cards)

Xerox rental	\$ 7,286.00	
Supplies	209.01	
Drum replacement	95.00	
Card stock	4,151.68	
Personnel	73,621.00	
		\$85,362.69

2nd year (813,397 cards)

Xerox rental	7,417.22	
supplies	215.26	
Drum replacement	95.00	
Card stock	4,229.68	
Personnel	78,007.00	
		89,964.16
Total cost 2 year period		\$175,326.85

* Personnel figures on all three charts are based on the original estimate of 22 people for the two year operation.

Chart II

Xerox 914--Multilith Method

2 year cost

1st year (798,400 cards)

Xerox rental	\$ 1,452.60
Supplies	209.01
Drum replacement	95.00
* Multilith	5,438.15
Masters	907.29
Supplies and card stock	3,725.08
Personnel	<u>73,621.00</u>

\$85,448.13

2nd year (813,397 cards)

Xerox rental	1,514.40
Supplies	215.26
Drum replacement	95.00
Multilith masters	944.79
Supplies and card stock	3,875.97
Personnel	<u>78,007.00</u>

84,652.42

Total cost 2 year period

170,100.55

Chart III

Ektalith--Multilith Method

2 year cost

1st year (798,400 cards)

Ektalith equipment	1,693.50	
Supplies	5,961.37	
Multilith	5,438.15	
Masters	3,735.01	
Supplies and card stock	3,725.08	
Personnel	<u>73,621.00</u>	
		<u>\$94,174.11</u>

2nd year (833,397 cards)

Ektalith supplies	6,205.38	
Multilith masters	3,889.39	
Supplies and card stock	3,875.97	
Personnel	<u>78,007.00</u>	
		<u>\$91,977.74</u>

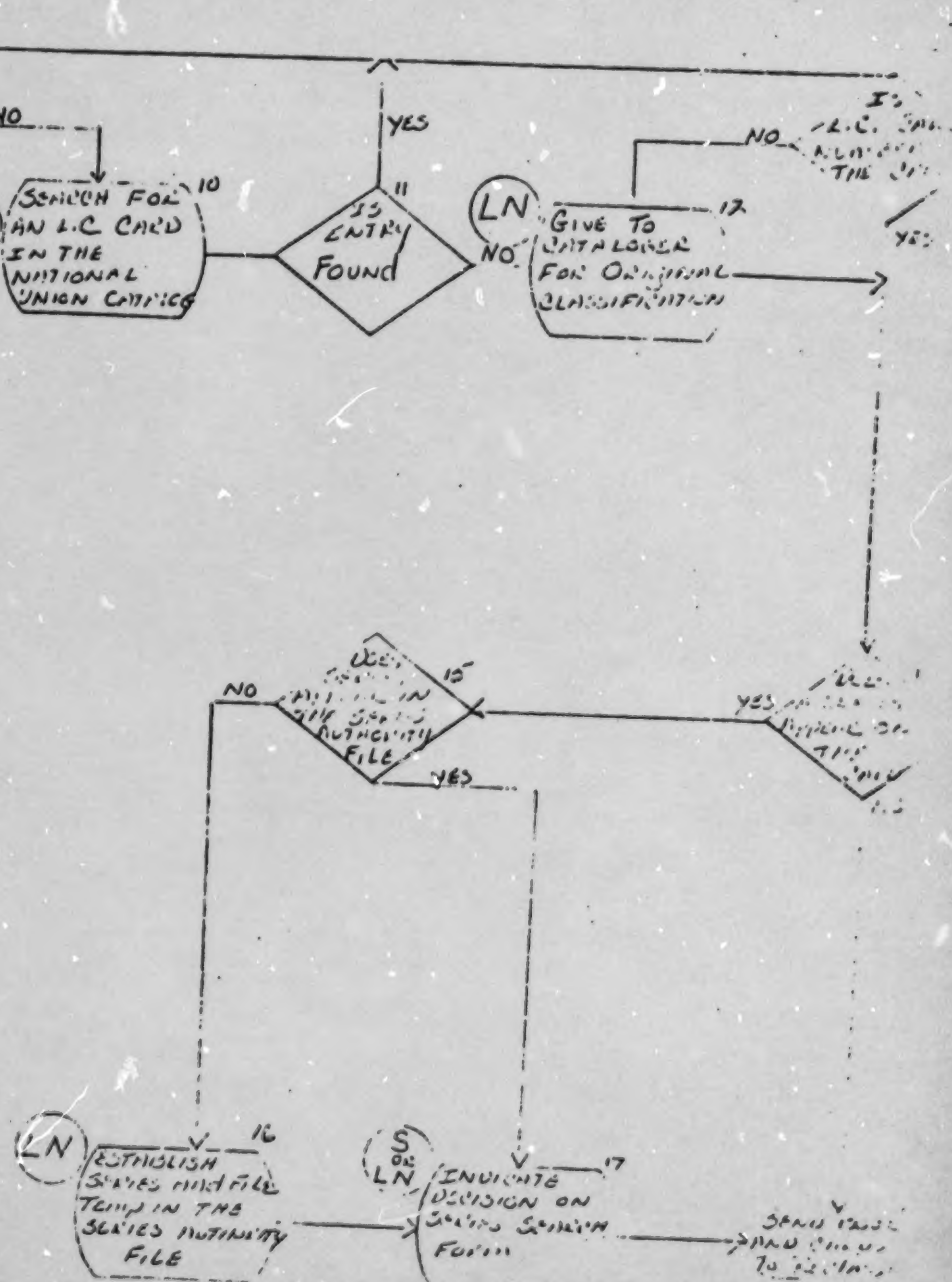
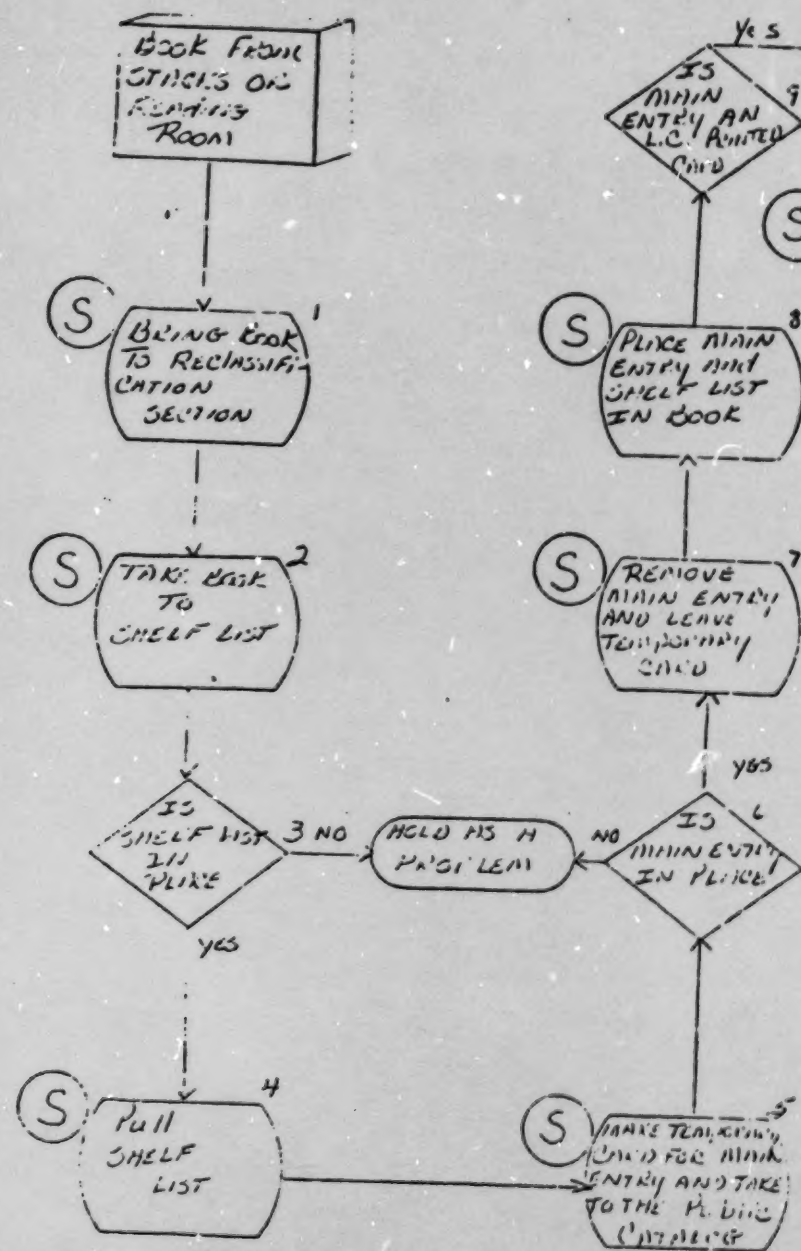
Total cost - 2 year period \$186,151.84

GENERAL FLOW CHART OF RECLASSIFICATION PROCEDURES
AT THE UNIVERSITY OF MARYLAND

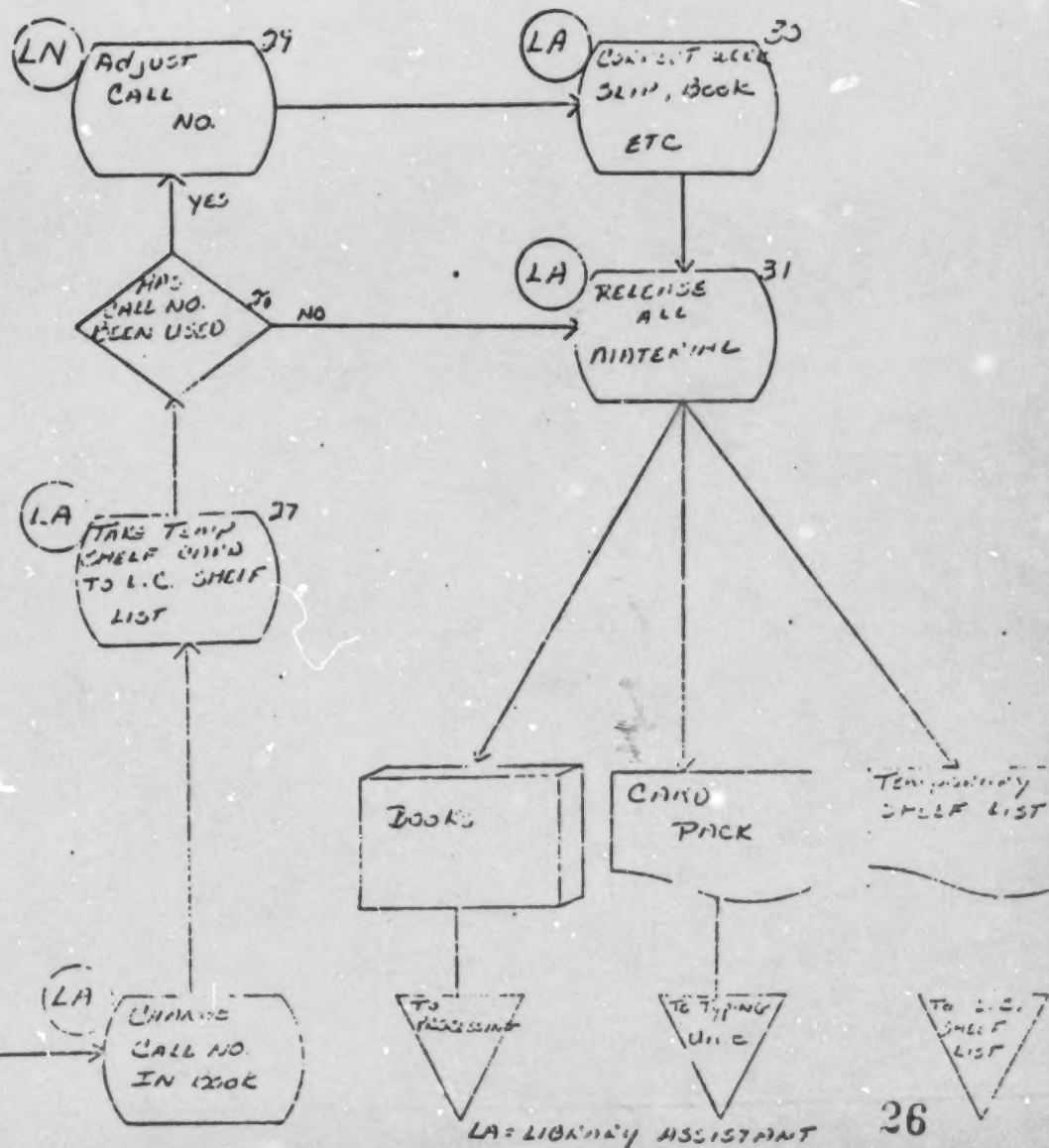
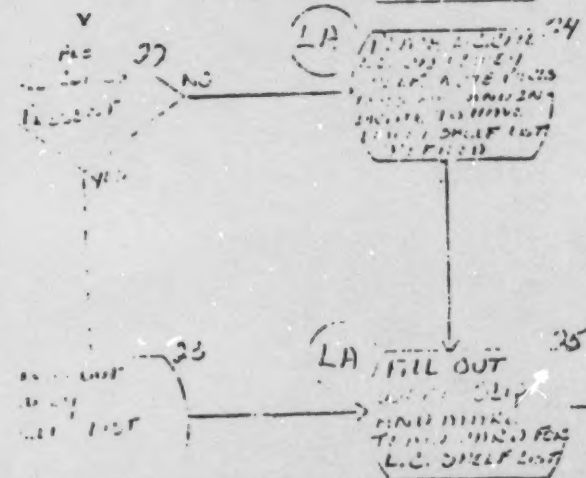
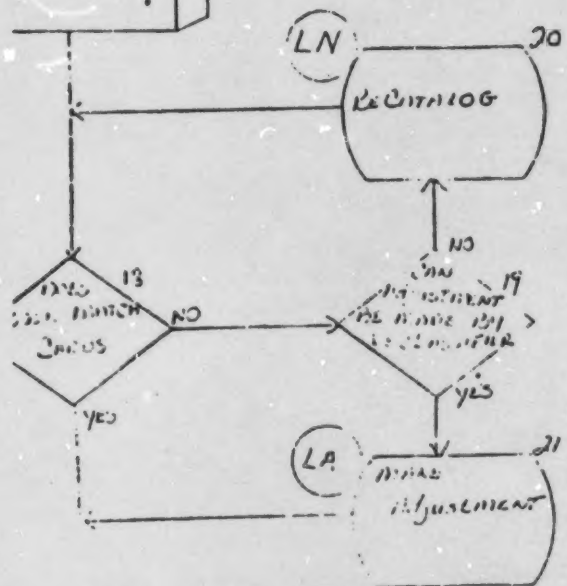
David F. Bishop
Director, Reclassification Project

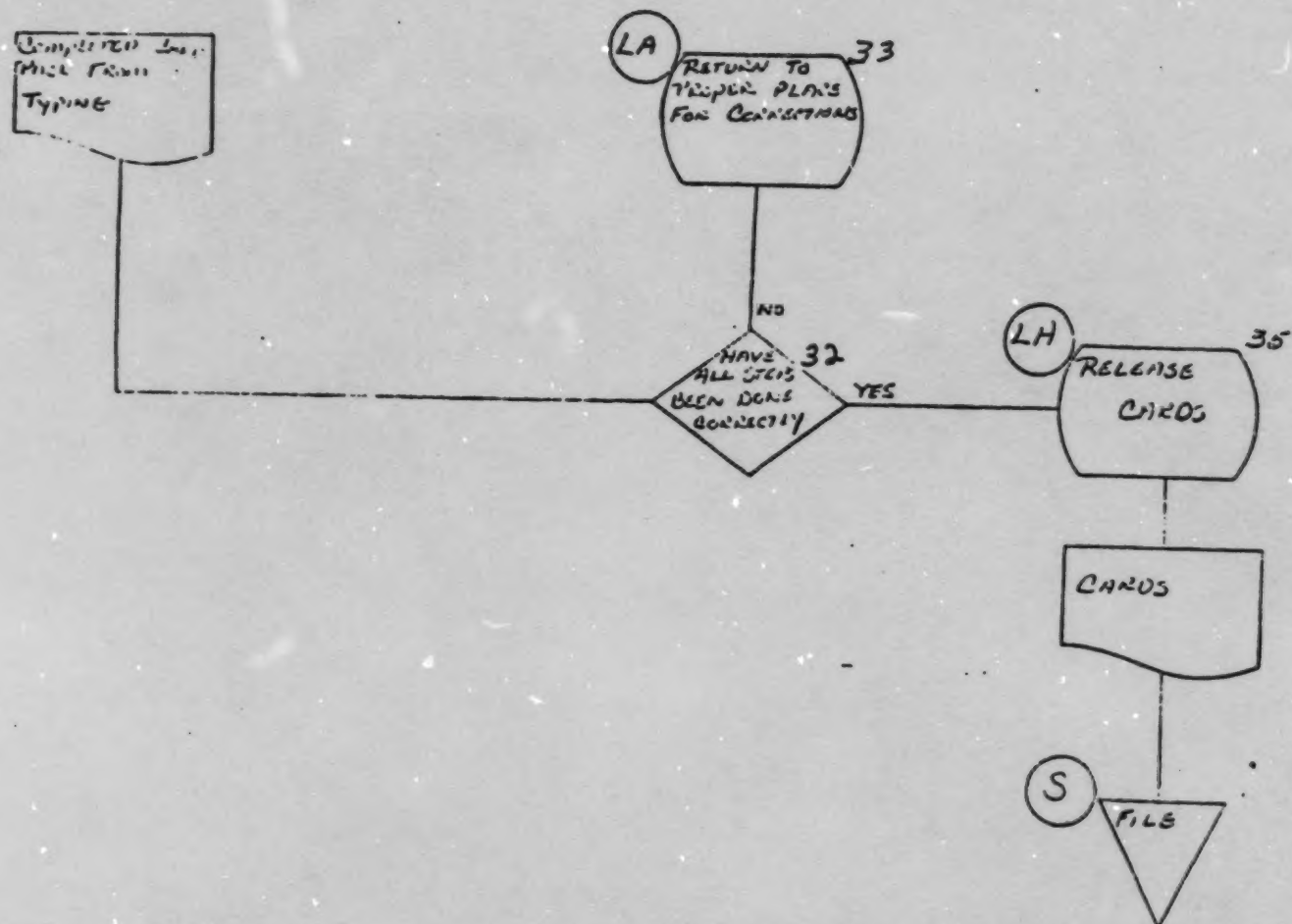
April 24, 1967

PROCEDURE FOR IMPROVING INITIALING AND RECLASSIFICATION



RECALL
only For
Classification





BOOKS

CARDS

OPERATION

DECISION

EXIT

S = STUDENT ASSISTANT
 LA = LIBRARY ASSISTANT
 LN = LIBRARIAN



WILLIAM B. MEREDITH
Assistant College Librarian

24 April 1970

MEMORANDUM

To: The Librarian
From: The Committee on Reclassification, William B. Meredith, Chairman

The Committee reviewed the progress to date in the reclassification of the following areas:

Reference Collection
Chemistry Library
Thayer
Tuck
Sanborn
Tower
Maps and Atlases
Miscellaneous areas in Art, Dana and Special Collections
Added copies, monographic works in parts and serials in the Central Library.

Reclassification to date totals approximately 40,000 titles and 100,000 volumes, roughly one tenth of the collection.

Almost all reclassification to date has been undertaken to achieve something more than changing notations to unify two classification schemes, for example:

1. To correct an extremely difficult situation for public service (Reference, Chemistry, Maps and Atlases, Tower).
2. To achieve a union catalog in Baker in the reclassification of areas for which cataloging had not been reported to the Central Library. (Thayer, Sanborn, Tuck [perhaps 50% of their holdings]).
3. To revamp collections as in Sanborn, Tower and Map Room with considerable weeding and full LC catalog representation in the department.

The Committee also considered the annual cost of reclassification on the following basis.

Monographs

1/2 Professional @ \$9000	\$ 4500
1-Sub-professional @ \$5000	5000
4 Clericals @ \$4000	16000
1/2 Students	3500
Cards	5000
Annual total	\$34000

29

Serials

Approx 1/4 Professional @ \$9000	\$ 2000
1 Sub-professional @ \$5000	5000
2 Clericals @ \$4000	8000
2 Students	2000
Cards	2000
Annual total	\$19000

With a realization of the considerable costs of reclassification the committee established the following criteria as a working basis for its eventual recommendations.

1. It is not economically feasible nor in some instances even desirable (Dana Library, for example, finds the separation of the older materials from the more recent, a reader service) to consider reclassification of the entire holdings of the Dartmouth Libraries.

2. Because of this expense (which of course means the diversion of funds from some other library service) the committee felt that considerably improved service should obtain from reclassification of particular areas.

3. We could therefore not justify reclassification solely on the basis of putting into one classification works which were well cataloged in a good classification scheme (even though LC might be superior) or of little used materials. With this criteria the following areas were eliminated from consideration at this time.

NM's - Math (in Baker)
 ZMH - Cartoons
 01-199 - General works and Philosophy (except psychology which will be discussed later)
 300's (Social Science) (except 340-349 - Law)
 596-599 (Anthropology)
 700's (Art, Music, Sports)
 800's (Literature) (except 870-889 - Classics)
 913 Archaeology (only 900's used by NnD)
 940's World War II

4. The committee did feel, however, that considering the library's policy of placement in the branches by classification, areas in which reclassification would bring together by branch location related materials should (after weeding where necessary) be reclassified.

The following areas were, under the preceding criteria, given consideration as areas to be reclassified:

Area	Reason for Consideration
1. B's (Biography)	Conflict with LC notation. LC would place many in subject biography rather than in a general biography section.
2. G's (Geography) H's (History)	Conflict with LC notation. Otherwise acceptable classification?

- | | |
|--|--|
| 3. R's (Religion) | Poor classification scheme with a notation which is difficult to find and to shelve. |
| 4. 150's (Psychology) | Thought to be a poor classification scheme. Considerable number of materials would class in Dona (Psychiatry) or to some extent in other branches. |
| 5. 600's (Technology) | Much outdated material that could be weeded or designated for eventual compact storage. High percentage would class in the branches. |
| 6. 870-889 (Classics) | An extremely peculiar notation in which shelving location depends on proper interpretation of upper and lower case letters. Almost impossible for uninitiated to shelve or find materials readily. |
| 7. 980's (Latin American Materials) | Not a subject classification scheme but a geographical arrangement in which all material about a country is in one number. One could have, for example, achieved the same arrangement by the following notation [name of country] [cutter number for author]. It separates Latin American materials from others on the same subject. |
| 8. 520's, 548-9
550-569, ND
(Astronomy, Geology,
Chemistry in Baker) | When the Physical Sciences Library becomes a reality, an extra set of cards will be required for their catalog. If LC copy is available, it will cost little more to reclass than to make the cards under the old number. As in the 600's it will provide an opportunity for weeding and selection for compact storage. |
| 9. Law materials in K and
fixed location no. and
340-349
I's (government documents) | The LC Law (K) classification scheme was not completed when HAD started using LC classification. LC has now issued the KF schedule (American Law) and is reclassing its materials on that subject. The rest of the K schedules have not been issued. It is a section heavily used, in serving the public, by the Reference Department. |

Estimated costs of reclassing the areas considered.

It should be noted that cost projections are difficult to make since (1) salaries are rising (2) much of the reclassification to date was with materials not cataloged originally in the Central Library's catalog department (3) by the nature of the materials, many of which were in the branches or departments, there was a higher percentage of added copies (a time consuming operation to get together all copies), (4) in all areas there would be some weeding and selection for compact storage (left in old classification). Since the amount would not readily be determined the costs estimated are, except as noted, for full reclassification of the area.

The number of monographic titles (no serial titles involved) in each area is based on the following formula.

14" per drawer 75 titles per inch
Reclassification 8,000 - 10,000 titles annually.

Though we have not yet reached this level of production we are assuming that production will be higher when the reclassification team is concentrating on titles housed mostly in the Central Library.

	Inches of cards	Est. Titles	Estimated Reclass of area ¹	Time Required ²	Estimated Cost
1. B's	175"	13,125	Most	1 1/2-2 years	\$50-70,000
2. G's	140"	10,500	Most	Over one year	35-40,000
H's	308"	23,100	Most	2 1/2-3 years	85-100,000
3. R's	126"	9,450	50%	6-8 months	15-20,000
4. 150's	56"	4,200	Most	6-8 months	20-25,000
5. 600's	70"	5,250	35-50%	6-8 months	15-20,000
6. 870-889	126"	9,450	Most	Over one year	35-40,000
7. 980's	112"	8,400	Most	Over one year	35-40,000
8. 500's KD	64"	4,800	50-75%	6-8 months	20-25,000
9. 340-349, I's	70"	5,250	Most	6-8 months	20-25,000

Since there is other regular reclassification plus (to keep as many satisfied as possible) several areas being reclassified simultaneously, it is likely to take several times as long to complete an area than if full time were spent on it alone.

Recommendation I

The committee recommends reclassification of most current serials and monographic additions since additional volumes create shelving difficulties in the old classification, and since, as a unit, they tend to be used more than older monographic works. The following order of reclassification of these materials is recommended:

1. Reclass all monographic additions as the next volume is received.
2. Complete Tuck, Thayer, Sanborn and Art serials (most current Art serials were reclassified prior to the move into Sherman addition).
3. Special Collections serials (most are in D.C. History and difficult for a student page to find and shelve).
4. Documents serials.
5. All other current serials except those in Math, Chemistry, Physics and Dana (where they are for the most part shelved by Main entry or title).

D0774

-
1. How great are the possibilities for weeding and compact storage.
 2. With reclass. team at present size working entirely in this area.

6. Math, Chemistry and Physics serials selectively (those titles not shelved by main entry). Do not reclass Dena serials.

Recommendation II

Do not reclass B's, G's. Though the notation in the B's and G's is similar to LC, there appears to be little confusion for the reader or *shelver* *adopted*.

Recommendation III

Reclass R's selectively; for the most part only materials with LC copy and/or those showing active use. *not done*.

Recommendation IV

Upon investigation of the 150 classification it was found that, though there is greater refinement in LC, the classification for larger areas of psychology parallels LC. The committee therefore recommends no *adopted* reclassification of the 150's except as initiated by the branch librarians in areas where it would put needed materials in that branch.

Recommendation V

Though the 980's is a poor classification and the 870-889 a difficult notation these areas represent a large body of lesser used material. We recommend therefore reclassification of all circulating materials in these two schemes (the daily circulation of this material is small enough that it could be accomplished without difficulty). *not done*.

Recommendation VI

When the new Tuck-Thayer library is completed we recommend after weeding and selection for compact storage, reclassification of the 600's *Done* (except 610-619 Medicine). A rough estimate is that of the materials to be reclassified 50% would class for Tuck-Thayer 25% for Dena and other science branches and 25% would remain in Baker.

Recommendation VII

After weeding and selection for compact storage, reclass all ND's and 500's, with LC copy, that are to be transferred from Baker to the new Physical Sciences Library. (This obviously cannot be done until the structure *not done* is erected).

Recommendation VIII

It was the consensus of the committee that the reclassification of Law at LC had not progressed sufficiently to make available much LC copy. *adopted* It therefore recommends no reclassification of Law, except for American Law as initiated by Reference Services, until the entire K schedule is completed and LC is much farther along in its reclassification.

Recommendation IX

The H's caused for the committee the greatest dilemma. It recognized that this area has caused considerable difficulty for the reader and the shelver (often resulting in misshelving). Yet at the same time it questioned the feasibility of the expenditure of such huge sums to accomplish it and the

probable deferment of other areas where, disregarding the confusing notation, greater service could be rendered. A search for alternatives to reclassification was hampered by the fact that the main classification number of the H schedule is decimal while in LC it is a whole number. Thus while LC H goes only to 95 and the old H's to 999, the later is in reality 9.99 and conflicts in part with most numbers in LC H. What is especially disturbing about reclassing all the H's is that once we have reclassified HA-HZ (approximately 1000 titles) we have eliminated almost all conflict with LC. Since we now have approximately 300 titles in LC H--General Social Science, we are reclassing over 22,000 titles to avoid a conflict with 300 in LC, an area that will be growing, at the present rate, by 50-60 titles annually.

We therefore recommend the following:

- A. Reclass HA-HZ (old system). *Done*
- B. Record on all classed in LC H (General Social Sciences) "Soc."¹ *not done*
above the call no.
- C. Do not reclass any other H's. *adapted*
- D. Eliminate all use of "old classification" and "new classification" *Done*
in the stack guide.

Recommendation X

Other than D.C. Hist. serials, reclass or recatalog only materials in Special Collections which are initiated by that staff. These will be mostly materials of permanent value that, under the new collecting scope for D.C. Hist and Alumni should be housed in the general stack collections or other materials (excluding manuscripts) of the same type which have been cataloged in Special Collections and do not have main catalog representation.

Recommendation XI

Priority for monographic reclassification.

- A. Finish projects already begun. Thayer, Tuck, scattered areas in Dana and Art, Atlases.
- B. Reclass documents as selected by Reference Services for placement in stacks.
- C. Reclass (old system) HA-HZ and record "Soc."¹ above all LC H 1-95 as recommended in IX. (All future titles acquired will of course have this designation above the call no.)
- D. Reclass R's selectively. After reclassification of this area is completed reclass all remaining in R that circulate.
- E. Reclass 600's selectively.
- F. If Physical Sciences Library is completed by this time, reclass all 500's and ND's, with LC copy, that are to be moved to the new structure.
- G. Consider at this point reclassification of law materials according to LC's progress with the remainder of the K schedules and its reclassification.

1. There was not unanimous agreement within the committee that "Soc." over the LC H 1-95 call nos. was the best possible designation. However, no one could think of an acceptable substitute.

- 7
11. Simultaneous with this reclassification of the areas A-G, reclass all circulating materials in 900's, 870-889 and analytics in "split sets" (a file of series in which analytics were not started with the first volume but which we expected to complete when time permitted).

Recommendation XII

Since reclassification of circulating materials has the distinct advantage of achieving LC classification for the active collection and a "built in" selection for compact storage of materials remaining in the old classes, the committee gave serious consideration to attacking reclassification in this way. The circulation files of materials in the old classifications were examined and a record was kept of the amount of circulation of these materials for a three week period when circulation was likely to be the heaviest. During that period an average of more than 2200 titles in the old classifications circulated weekly. There were approximately 10,000 titles in these classes in circulation at the time. The impossibility, therefore, of reclassing all materials as they circulate, except on a highly selective basis, became apparent. not done

However, since the proportion of circulating materials in LC increases constantly along with a corresponding decrease of other classifications, the committee recommends that when the areas mentioned previously have been completed, there be another review of the possibility of reclassing circulating materials. Since, also, literature (600's) comprise one third of the "old class" circulation it is a distinct possibility that all circulation except literature might be done at that time.

In conclusion it should be repeated that reclassification is costing the library \$50,000-55,000 annually, even at the present salary levels. Even today we are faced with staff shortages which will certainly grow worse as processing requirements increase. To continue indefinitely reclassification at the present rate will require either staff additions or a growing arrearage in the processing of current materials. The committee therefore proposes, as its final recommendation, that once the projects outlined previously have been achieved, a thorough re-evaluation of further reclassification be made to determine whether the diversion of such large sums annually can be justified in the context of the service to be attained.

2LB77
Kew
RC
MS
VS
TB

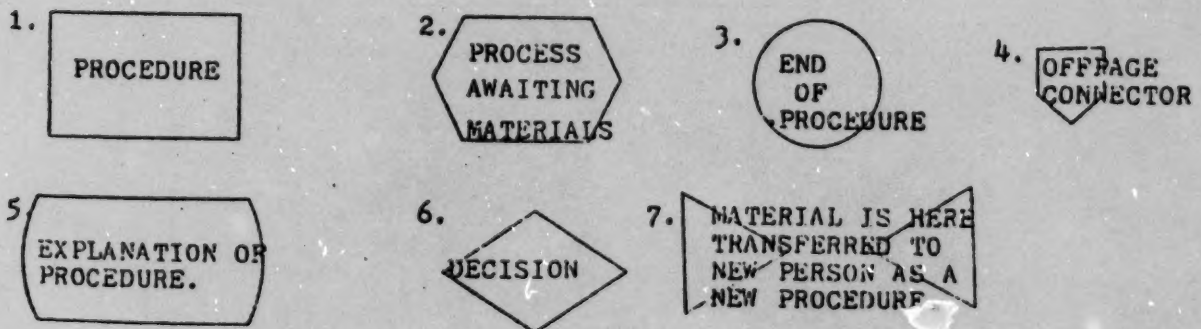
Middlebury
College

APPENDIX A
FLOW CHARTS

INDEX TO FLOW CHARTS....

Book Processing.....	4
Filing Main Card.....	7
Filing Shelf List Card.....	7
Filing Subject Card.....	7
Ordering and Typing Photographed Cards.....	6
Posting White Slips.....	7
Pulling a Pack.....	1
Reclassifying Books.....	2-3
Revising Old L.C. Cards.....	5
Revision for Filing.....	7
Revision for Ordering.....	6
Typing New Catalog Card.....	5
Typing New L.C. Card.....	5
Typing Photographed Cards.....	6

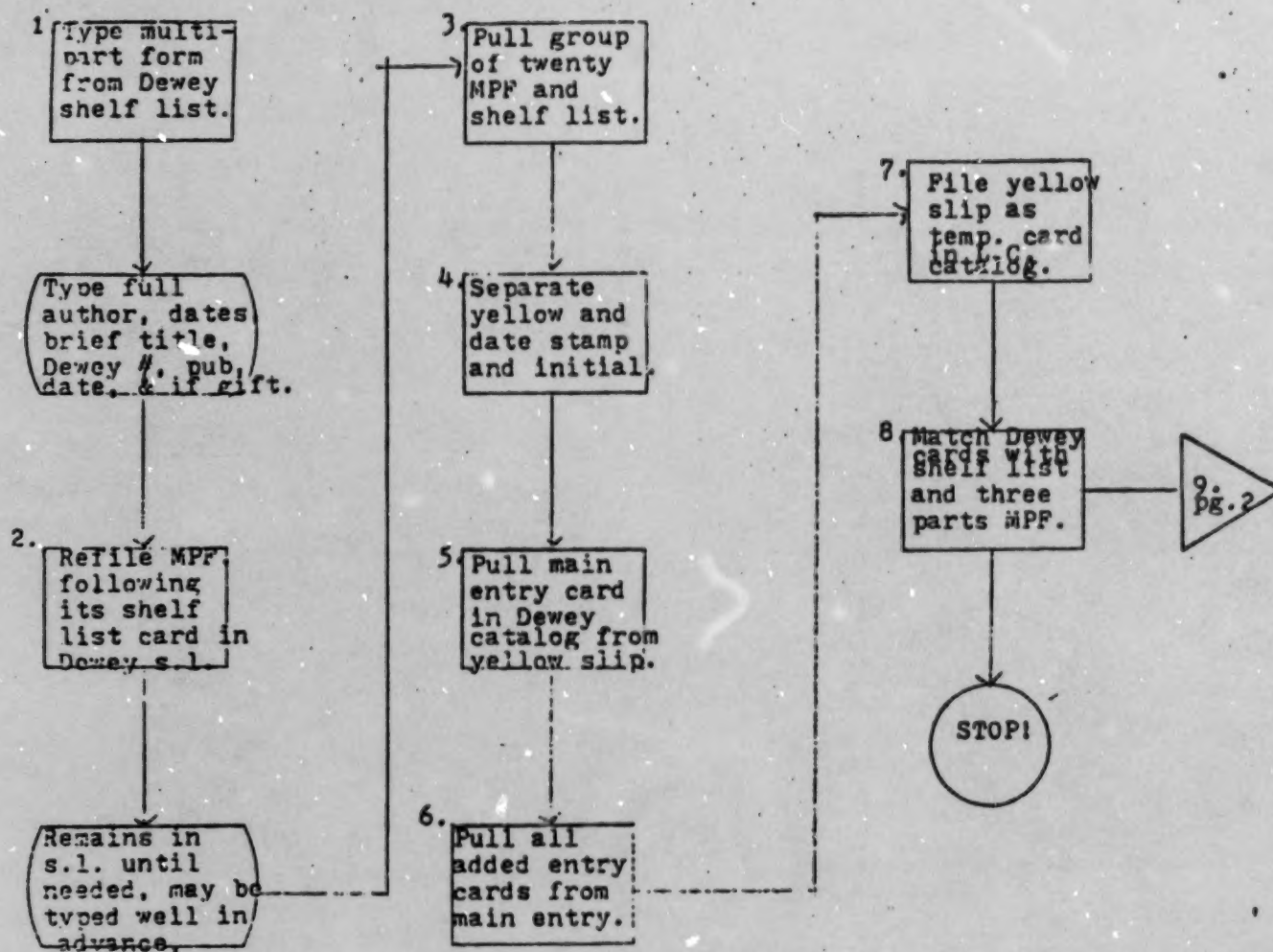
KEY TO SYMBOLS USED....



See: Revised Flow chart
on last 2 pages.

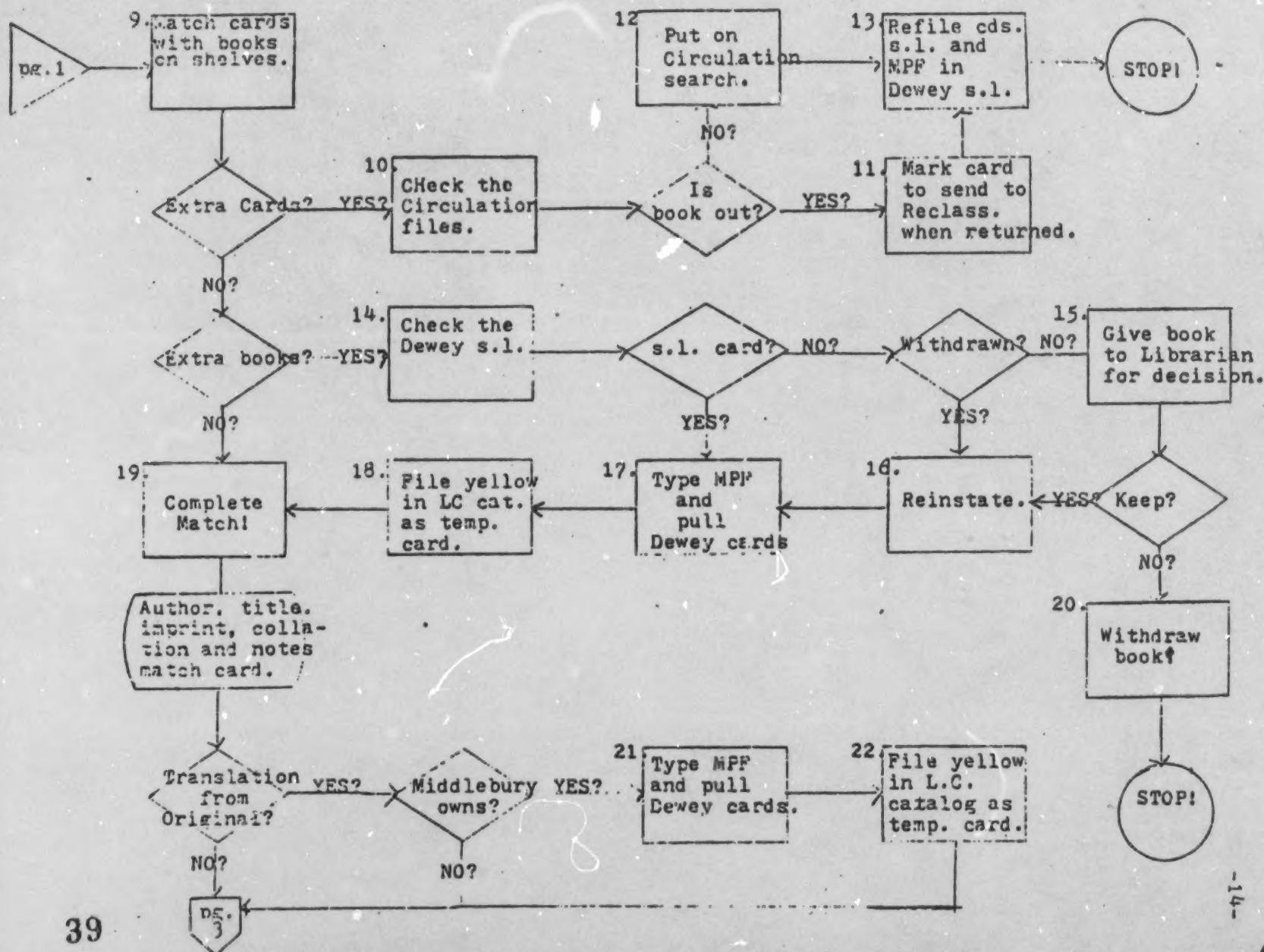
PULLING A PACK

Appendix A -1-



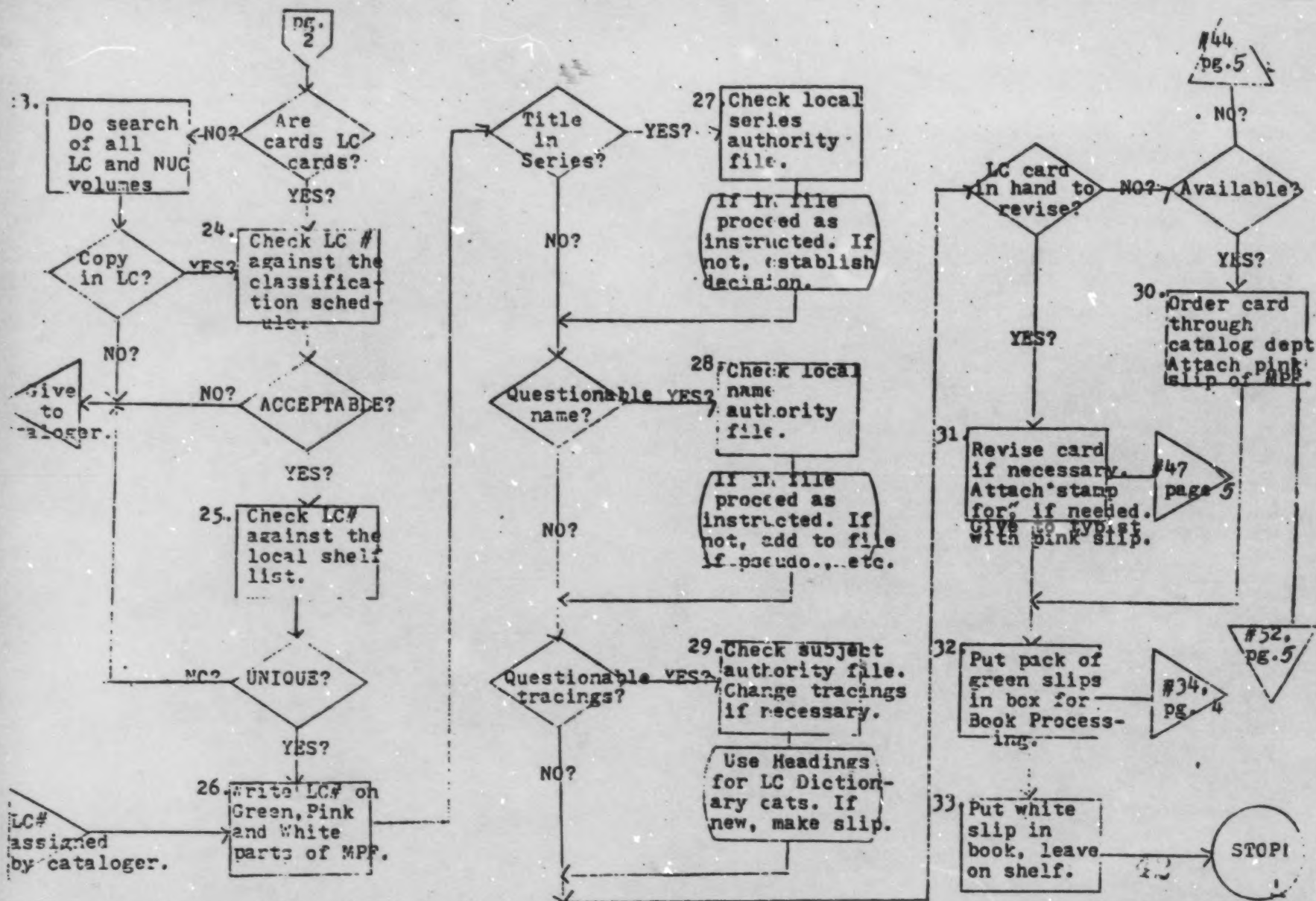
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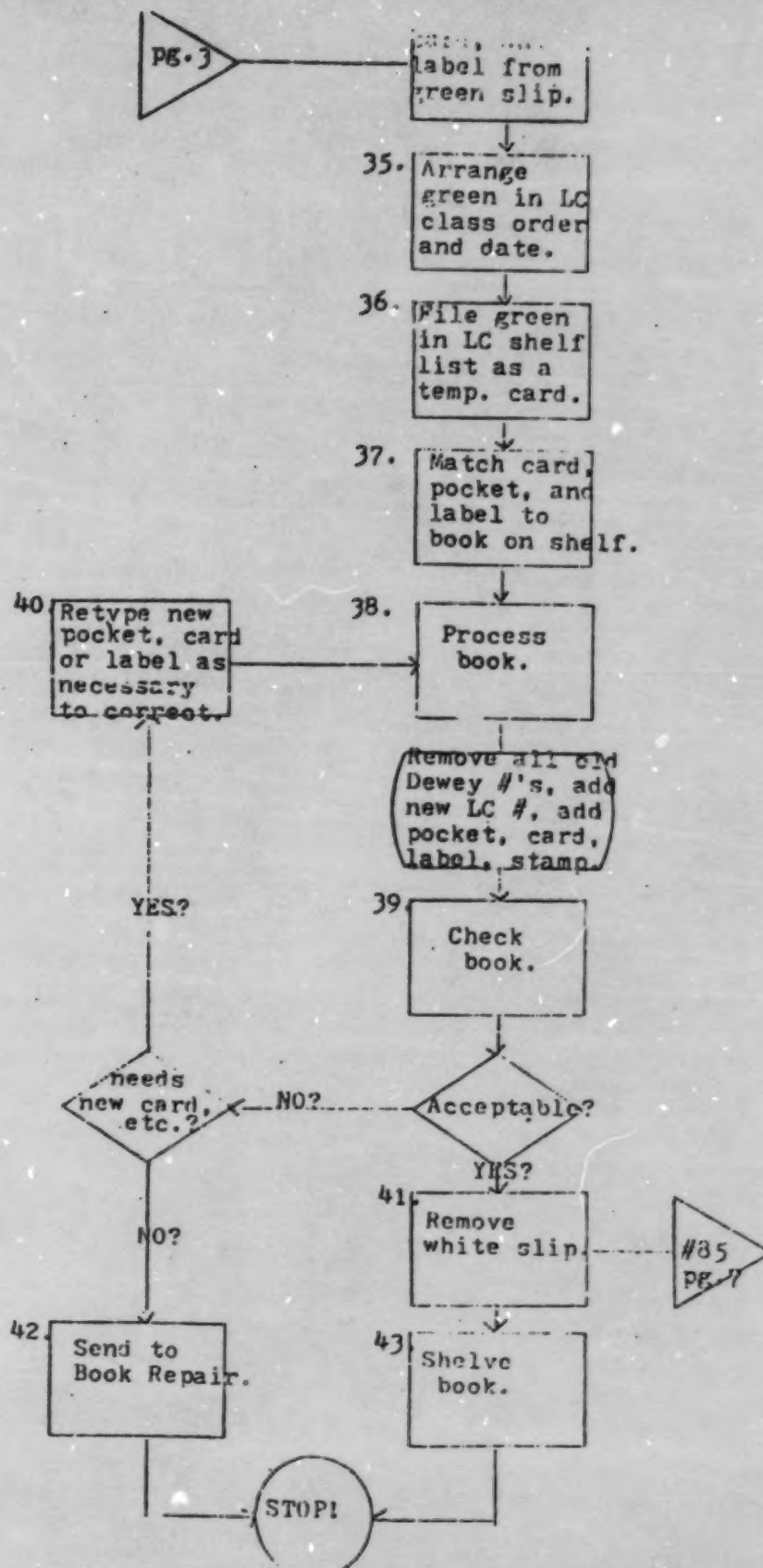
Appendix A



RECLASSIFICATION OF BOOKS

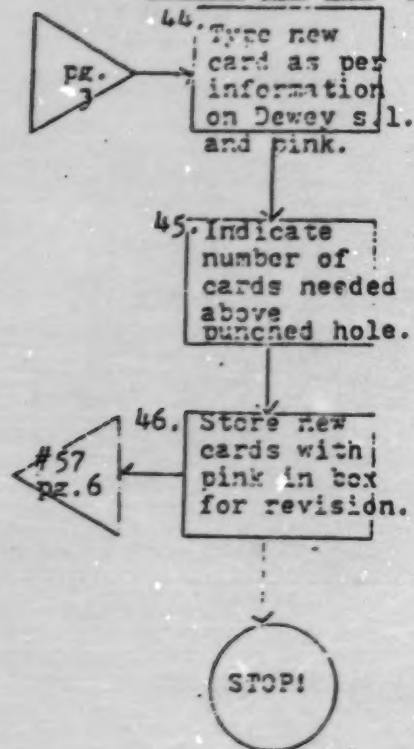
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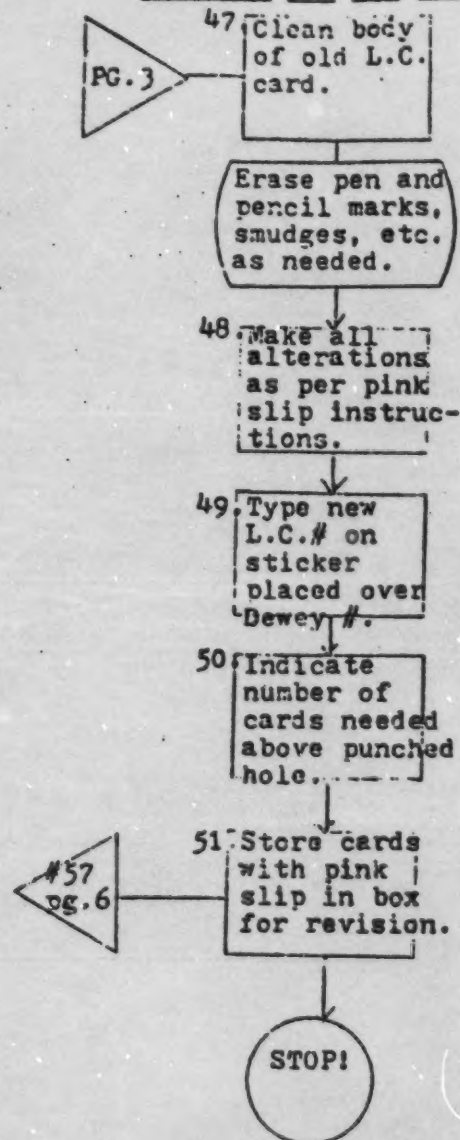


CARD TYPING PROCEDURES

TYPING NEW CAT. CD.

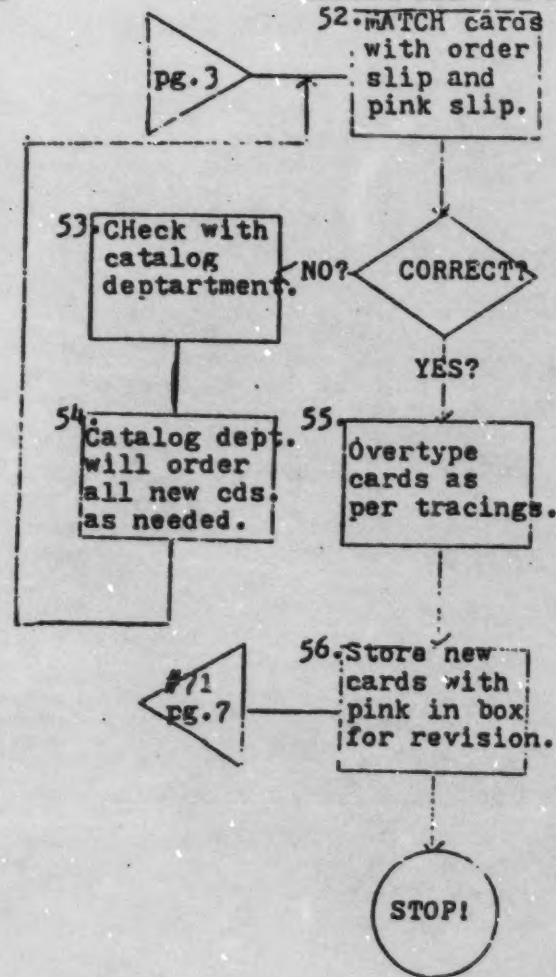


REVISING OLD L.C. CARD

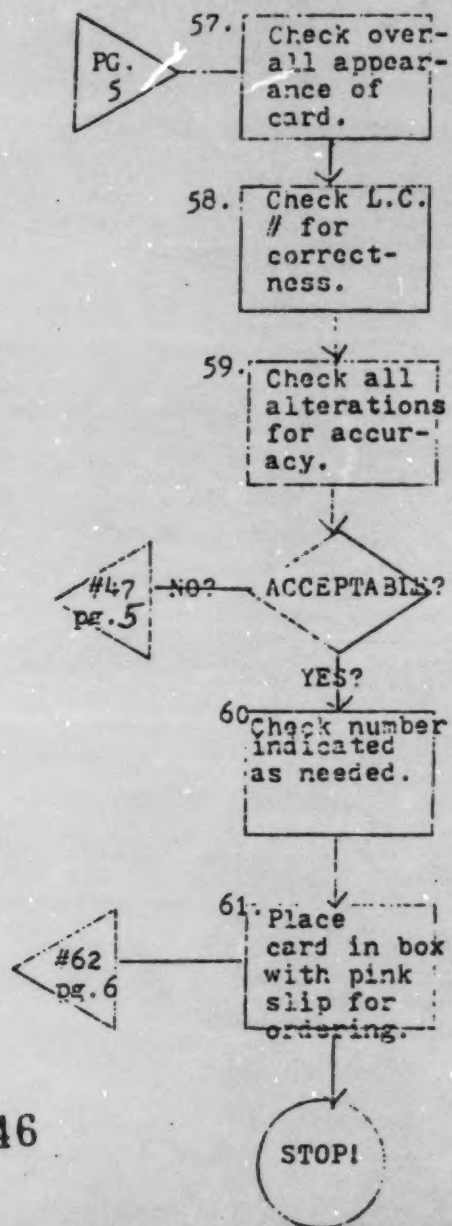


Appendix

TYPING NEW L.C. CARD

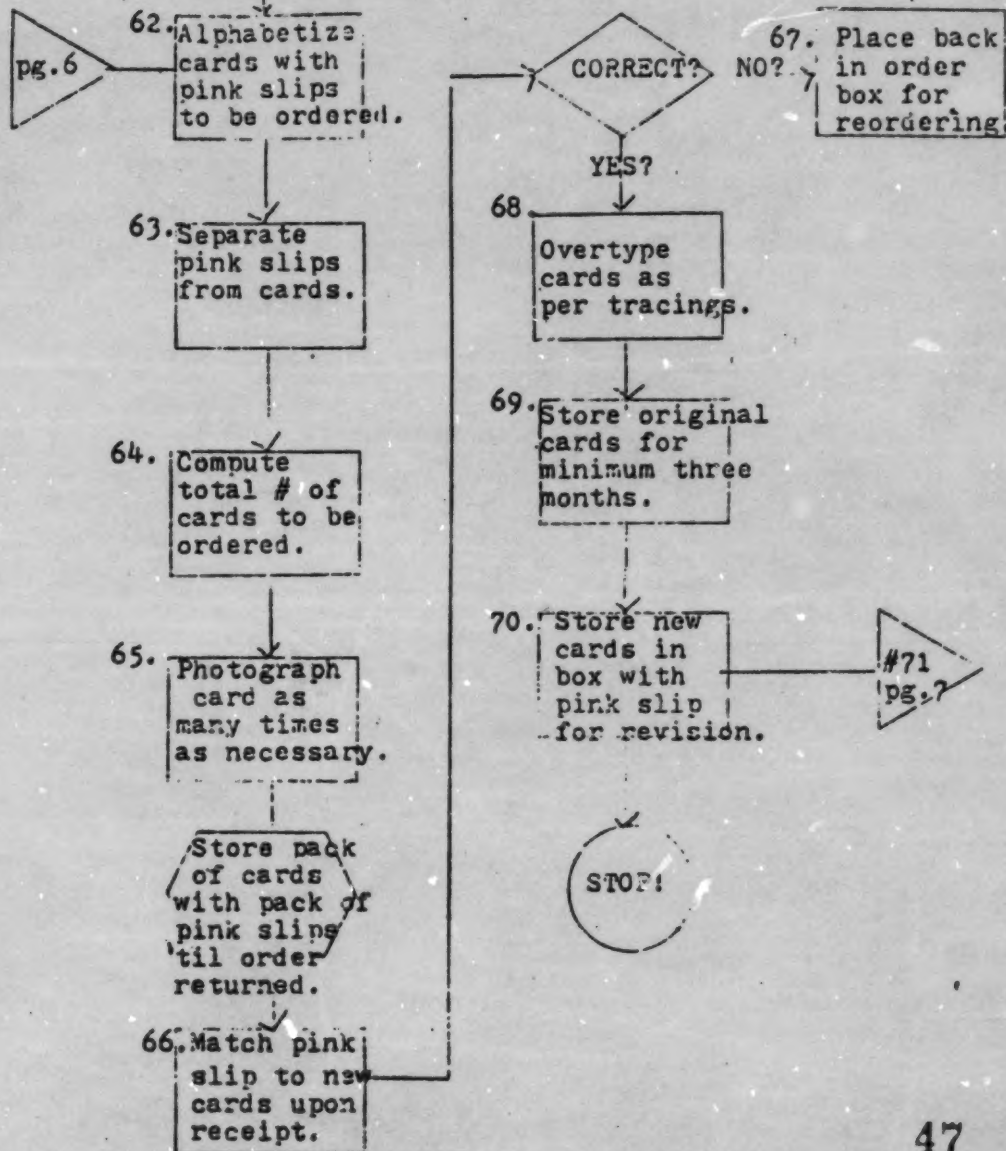


REVISION FOR ORDERING



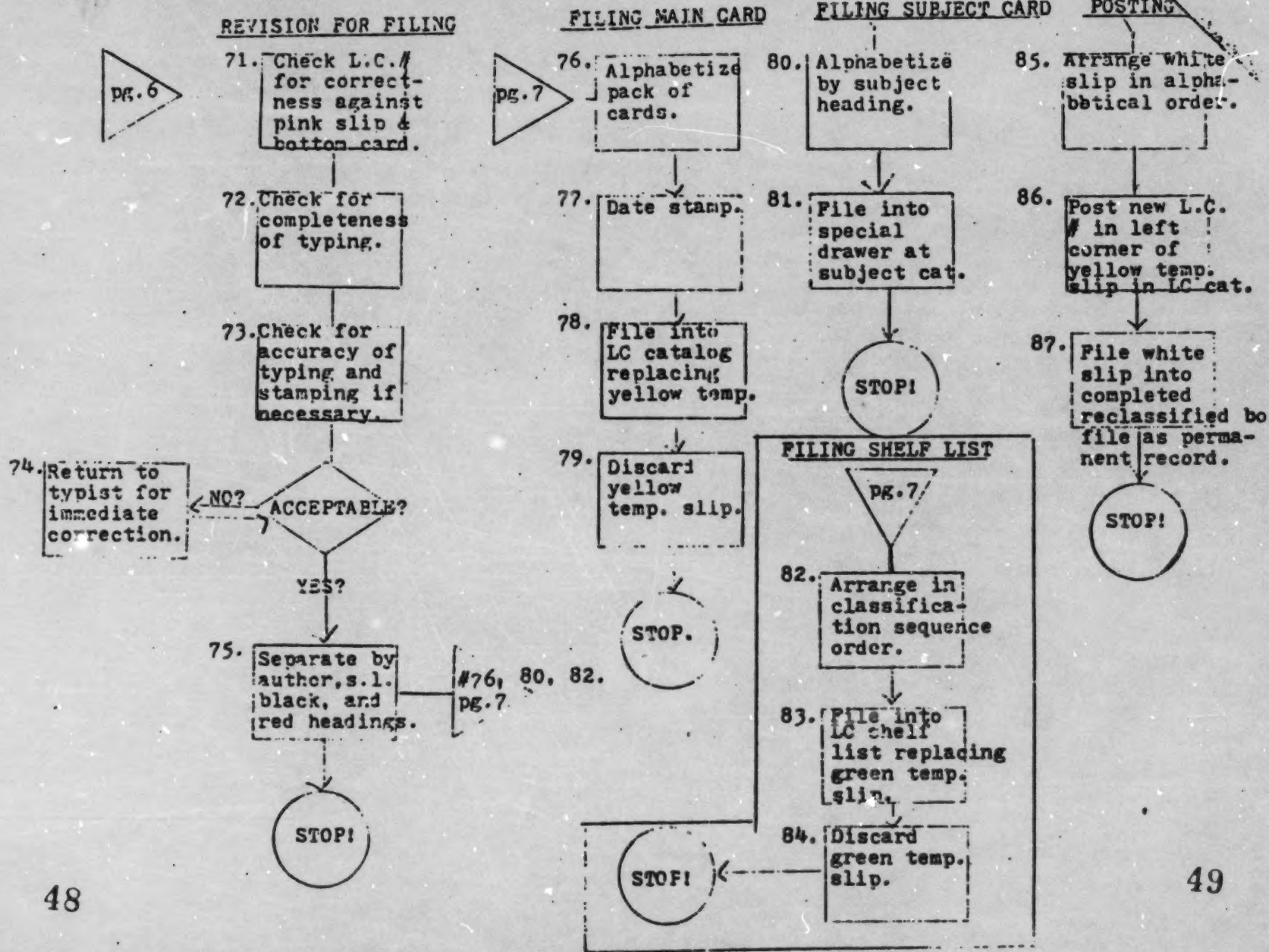
46

ORDERING AND TYPING PHOTOGRAPHED CARDS



47

REVISION FOR FILING, FILING, POSTING.



APPENDIX B

DESCRIPTION OF TASKS AND AVERAGE PERFORMANCE TIMES
IN RECLASSIFYING, BOOK PRODUCTION, AND CARD PRODUCTION.

RECLASSIFYING

Includes retrieving books from the Dewey shelves, assigning L.C. # from old Dewey card, L.C. or N.U.C. catalogs or as devised (including a careful check in current schedules and Additions and Changes). Series and name authority files are revised and updated if necessary. Tracings are corrected to conform with current practice. Reclassifier provides instructions for card alteration and orders new cards if necessary.

Getting books from shelves	30 sec per book
Checking books Includes adapting cards, checking # in schedules, checking to make sure all tracings have been pulled.	3 min. per book
Searching for copy. Includes ordering cards, checking # in schedules, checking tracings, checking series, typing series card if necessary.	5 min. per book
Putting searched number on books Includes copying number on MPF and arranging books and green slips in Dewey Decimal order.	3 min. per book
Miscellaneous work on cards Includes checking cards at main desk, checking tracings, series, making series authority card, ordering cards through L.C./N.U.C. catalogs, making name authority cards, conferring with cataloger and typist.	10 min. per book

BOOK PRODUCTION

Includes all tasks which lead to production of completed reclassified books. Involves the preparation of the initial Multi-Part Form, pulling all Dewey cards, and physically changing the book to show new L.C. classification number. Both the temporary shelf list and public catalog records as well as a final, permanent work record are generated by these tasks.

Typing MPF in units of 20	10 min.
Process MPF and Dewey s.l. to pull pack (20 slips)	3½ min.
Pull pack (Remove all Dewey cards from catalog)	40 min.
File temporary yellow slip in public catalog (20)	10 min.
Type pockets, cards and labels (20)	37 min.
File temporary green slip in L.C. shelf list (20)	5 min.
Do pack work--change numbers, add L.C. label and new pocket and card. (20)	60 min.
Check work for accuracy, neatness (20 books) Condition of books plays an important role in determining the amount of time necessary.	60 min.
Shelve books (20)	10 min.
Post new L.C.# from white slip to temporary yellow slip in public catalog (20)	10 min.
Interfile white slip into permanent department work record (20)	10 min.
Withdraw books (20)	40 min.

CARD PRODUCTION

All tasks which result in new L.C. catalog cards are included in this aspect. All typing, revising and filing of cards is indicated here, as well as the preparation and alteration of old L.C. cards.

Opening and sorting orders (per order about 400 cards)	-20 min.
Type 20 photographed sets. (L.C.# already on card)	30 min.
Type 20 Cambridge sets. These cards need to have L.C. # added individually. Time includes extensive correction of bibliographic data.	75 min.
Revise box of typed photographed sets (per 8 cards)	2 min.
Revise box of Cambridge cards (per 8 cards)	4 min.
Alphabetize author cards (30 cards)	1 min.
Alphabetize subject cards (30 cards)	2 min.
Alphabetize other catalog cards (30 cards)	2 min.
Arrangement of shelflist cards in class order (30)	3 min.
File author cards into catalog (2 cards)	1 min.
File subject cards into filing drawer (15 cards)	1 min.
File other catalog cards (2 cards)	1 min.
File shelf list card (6 cards)	1 min.
Photograph cards (about 400 cards)	30 min.
Prepare cards to photograph (separate, count)	20 min.
Type an original card	4 min.
Revise an old L.C. card	3½ min.
Revise a new L.C. card (old class. # needn't be covered and much erasing is not necessary)	3 min.
Prepare order for photographing Includes revising of all altered cards and newly typed cards for accuracy, neatness, reproducibility.	3 hrs.
Check in Cambridge cards (per pack)	1 min.

FOOTNOTES

¹James E. Gaines, Jr., "The Financial Aspects of Reclassification," pp. 117-133 in Conference Proceedings, School of Library and Information Science, University of Maryland, 1968, Reclassification Rationale and Problems, edited by Jean Perreault, 121.

²Raimund Matthis and Desmond Taylor, Adopting the Library of Congress Classification System (New York 1971). Other sample data will be as indicated in appropriate footnotes.

³The library has a collection of over 95,000 government documents some of which are classified and shelved along with the regular collection.

⁴One extreme example includes copies of Henry David Thoreau's Walden in the following languages: Czech, Danish, Dutch, Finnish, French, German, Japanese, Norwegian, Russian, and Swedish.

⁵These special collections include holdings of 10,000 volumes in rare and unusual first editions of American literature, a collection of Vermontiana, and a collection of materials on balladry.

⁶Raimund Matthis and Desmond Taylor, p. 23.

⁷Gerry M. Taylor and James F. Anderson, "It Will Cost More Tomorrow," LRTS, XVI (Winter 1972), 91.

⁸William E. Connors, "Reclassification at the University of Maryland," LRTS, XI (Spring 1967), 242.

⁹Jennette E. Hitchcock, "Cost Estimates and Time Schedules in Reclassification," pp. 192-208 in The Use of the Library of Congress Classification: Proceedings of the Institute on the Use of the Library of Congress Classification sponsored by the American Library Association Resources and Technical Services Division, Cataloging and Classification Section, New York City, 1966 (Chicago 1968), 203.

¹⁰Raimund Matthis and Desmond Taylor, p. 22.

¹¹Gerry M. Taylor and James F. Anderson, p. 91.

¹²C. David Batty, "Some Aspects of Workflow in Reclassification," pp. 139-157 in Conference Proceedings, School of Library and Information Science, University of Maryland, 1968, Reclassification Rationale and Problems, edited by Jean Perreault, 154.

¹³pp. 126-139.

REFERENCES CITED PLUS SELECTED TITLES

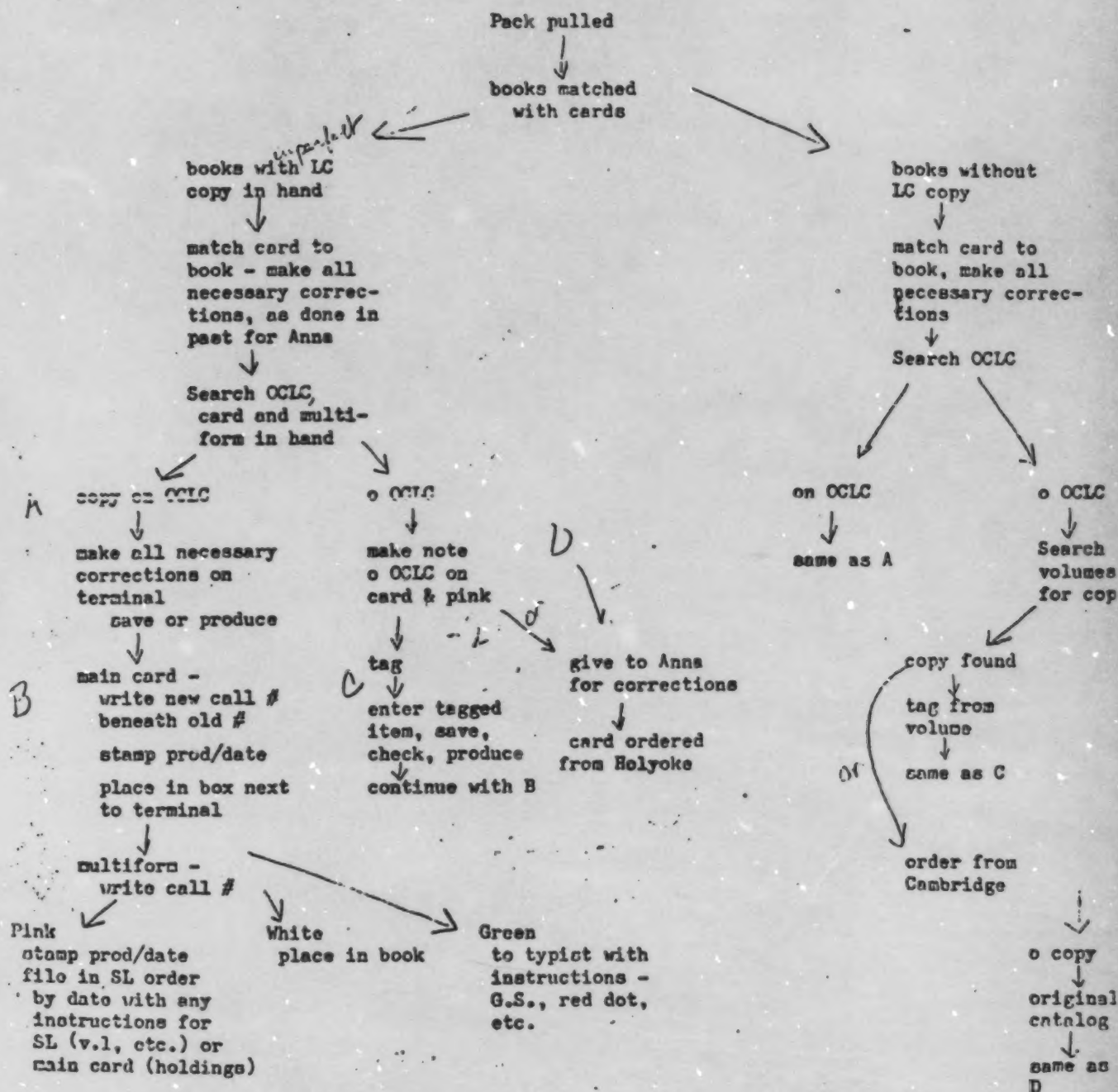
- Batty, C. David. "Some Aspects of Workflow in Reclassification," pp. 139-157 in Conference Proceedings, School of Library and Information Science, University of Maryland, 1968, Reclassification Rationale and Problems, edited by Jean Ferreault. College Park, Maryland, 1968. Batty discusses the various necessary operations in reclassification. He uses as his example a series of revised workflow procedures designed for the Reference Library in Birmingham, England. Simplified process charts are included. Raimund Matthis' moderator's comments which follow are a helpful summary (pp. 155-157).
- Bentz, David, and Thera P. Cavender. "Reclassification and Recataloging," Library Trends, XI (October 1953), 249-263. In a volume devoted to Current Trends in Cataloging and Classification, these authors suggest a number of reasons for adopting the classification scheme of the Library of Congress. They identify some of the major considerations which must be examined when such a change is contemplated. Although this is an early review of such projects, it is almost totally valid today.
- Connors, William E. "Reclassification at the University of Maryland," LRTS, XI (Spring 1967), 233-242. A report of an ongoing reclassification project at the University of Maryland, College Park. Connors is exacting in his assessment of all factors bearing upon costs at the university and suggests the need for careful studies prior to a decision to reclassify. His projections suggest the greater difficulties reclassifying large collections.
- Dougherty, Richard M., and Fred J. Heinritz. Scientific Management of Library Operations. New York, 1966. A necessary tool for any library planning reclassification. Although there is no specific data on such projects, these authors discuss the foundations of cost studies, setting performance standards, and plotting systems operations.
- Gaines, James E., Jr. "The Financial Aspects of Reclassification," pp. 117-133 in Conference Proceedings, School of Library and Information Science, University of Maryland, 1968, Reclassification Rationale and Problems, edited by Jean Ferreault. College Park, Maryland, 1968. Drawing upon his experience of reclassifying the collection at Antioch College, Gaines discusses the kinds of costs which must be anticipated in any reclassification operation. In computing final figures he calls for the inclusion of only "direct" costs and an elaboration of library standards and procedures. Elton Shell's comments, pp. 133-138, clarify some of Gaines' most controversial recommendations.

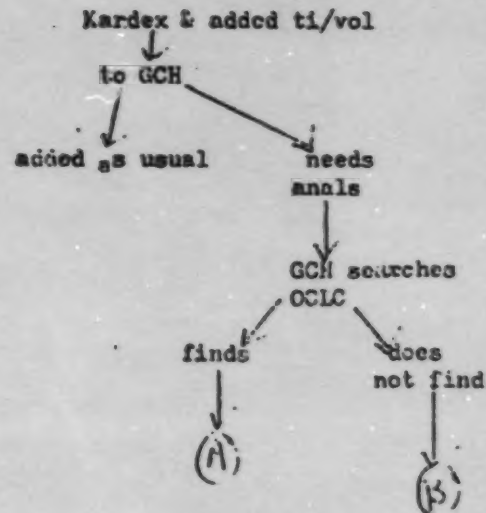
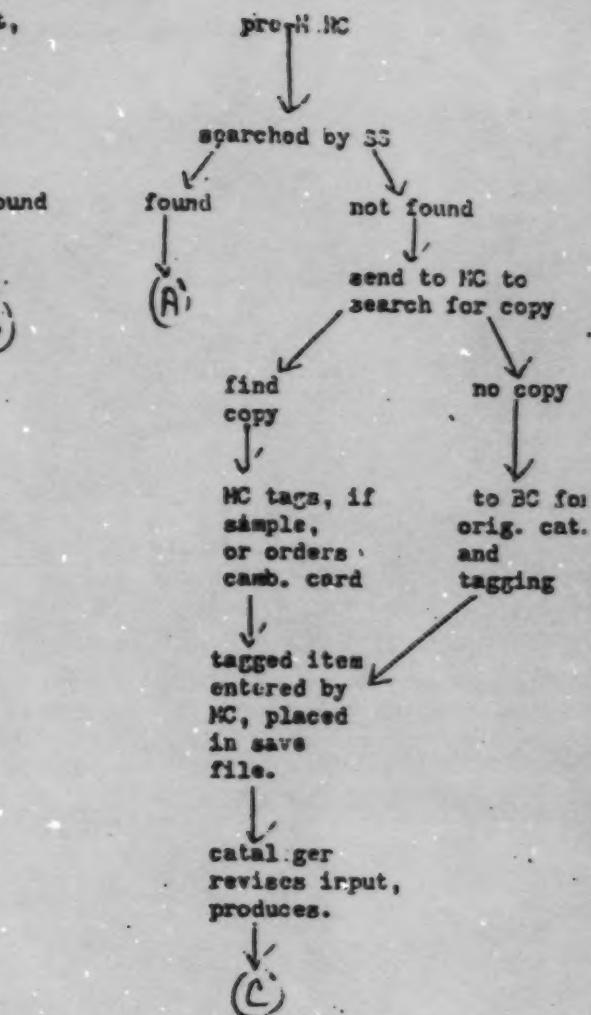
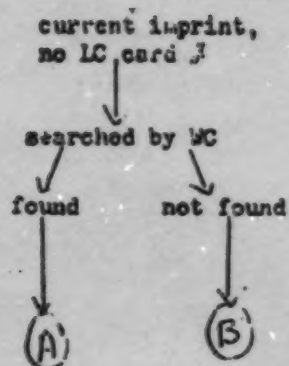
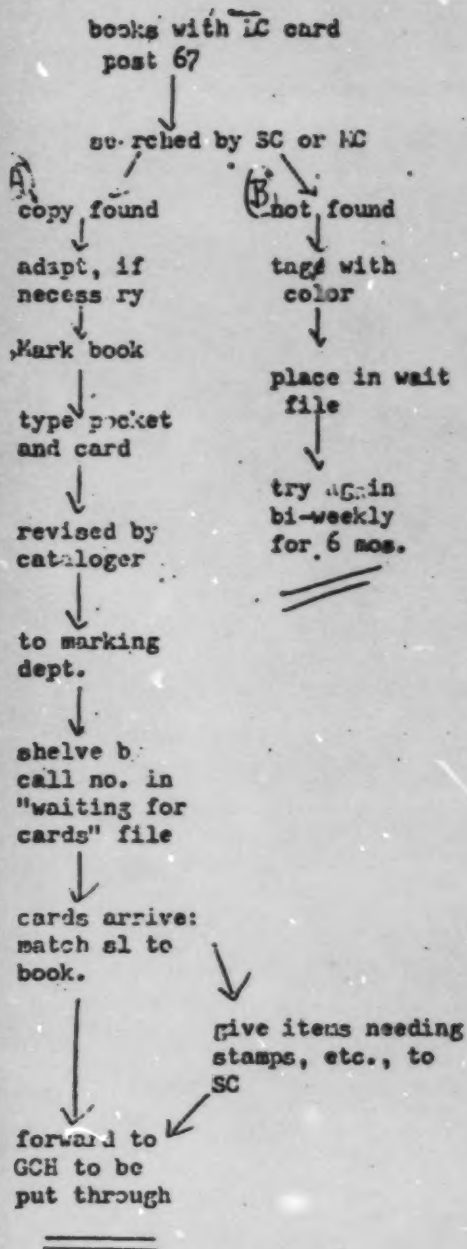
Hitchcock, Jennette E. "Cost Estimates and Time Schedules in Reclassification," pp. 192-208 in The Use of the Library of Congress Classification: Proceedings of the Institute on the of the Library of Congress Classification sponsored by the American Library Association Resources and Technical Services Division, Cataloging and Classification Section, New York City, 1966. Chicago, 1968. Hitchcock establishes average times for reclassification procedures in order to determine costs of a project at any library. She offers specifics in terms of personnel cost, classification time, and work schedules. A reverse chronology of the literature of reclassification is a most useful addition to this volume (pp. 236-240).

Matthis, Raimund and Desmond Taylor. Adopting the Library of Congress Classification System. New York, 1971. The only manual yet published devoted solely to reclassification. It includes cost data, specific problems which must be examined with the L.C. system and a variety of suggested procedures and equipment. An annotated bibliography of 172 items is included as well as appendices on other classification systems and L.C. catalogs in book form.

Tauber, Maurice. "Reclassification and recataloging," pp. 261-268 in his Technical Services in Libraries. New York, 1954. Because Tauber's work has been the handbook of technical service librarians for almost two decades, his chapter on reclassification can still be considered basic reading. Clearly superseded, however, by other works.

Taylor, Gerry M., and James F. Anderson. "It Will Cost More Tomorrow," LRTS, XVI (Winter 1972), 82-92. The most recent report of a reclassification project. A good, simple step-by-step discussion of procedures employed at the University of Arkansas which includes flow charts and cost analysis studies.





UNIVERSITY OF NORTH CAROLINA LIBRARY
Chapel Hill

October 1, 1966

All members of the Faculty

Three days ago we presented to the Administrative Board of the Library the results of our planning to date for initiating a conversion of the classification of library materials in the University Library. This planning has been going on for some months and was precipitated by the recent action of the federal government in the Higher Education Act of 1965. After a lively discussion, the members of the Library Administrative Board endorsed the planning to date and urged me to inform the entire faculty of as much of the detail as can be usefully reported. I hope that you will take the time to read what follows and that if there is any question or doubt in your mind about the wisdom of our plans, you will feel free to come to talk with me about it.

Recently the Library of Congress and seventy-three other large research libraries joined in a significant new program to acquire and catalog all library materials currently published throughout the world which are of value to scholarship. This program offers an opportunity for far greater efficiency, economy, and service in our kind of library than has ever been possible in the past. In order to take full advantage of this opportunity, we must make certain adjustments in our present procedures. Though only a small part of overall planning, the adjustment which will be most immediately visible to you is a change in our classification system.

Though cooperative national programs to acquire and catalog library materials have been undertaken in the past, they have been only partially successful because of the incomplete acquisitions and cataloging program of the Library of Congress. Only about one-half of the books acquired by large research libraries also are acquired by the Library of Congress, the missing half being primarily materials published abroad. Although we use cataloging information provided by the Library of Congress whenever it is available, the gap in the Congressional Library's acquisitions forces us to do very expensive original cataloging for about half of our materials. Title II-C of the Higher Education Act proposes to reduce this gap by "insuring, so far as possible, the acquisition by the Library of Congress of all library materials currently published throughout the world of value to scholarship." The Act further directs that the Library of Congress provide prompt cataloging information on its acquisitions to the seventy-four cooperating libraries comprising the Association of Research Libraries. Procedures have been devised to ensure that the Library of Congress acquires and catalogs books ordered by these libraries which it has not already ordered as part of its own program.

The Library of Congress has begun to implement the new program by establishing offices in England, France, West Germany, Austria, and other European countries. Gradually, as funds permit, operations will be extended to Latin America, Africa, and other areas. When fully implemented, the program will reduce and perhaps eventually eliminate the expensive duplication of cataloging effort among research libraries. Of more importance locally, it will not only enable us to effect substantial reduction in cataloging costs, but it will greatly reduce the time required to process incoming acquisitions.

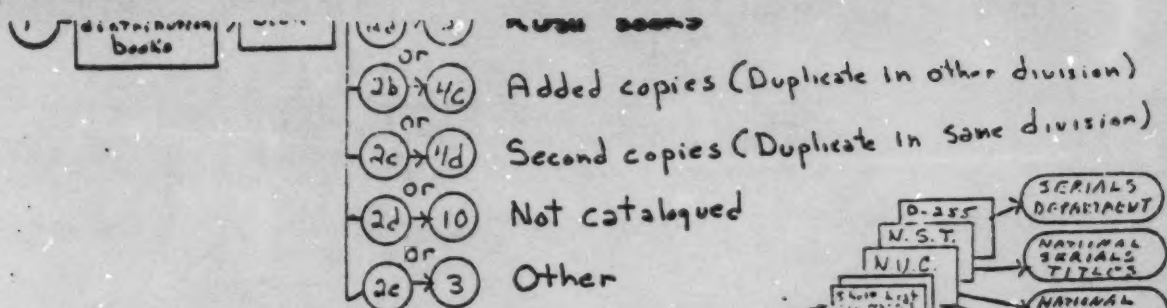
The latter point will be of interest to those of you who have ordered books and experienced considerable delays before they have become available to you and your students. Recently we ran a test on the time required to process a sample of new titles, utilizing fully the cataloging information available from the Library of Congress. We found that, using procedures which we plan to institute shortly, we could have the books completely processed and on the shelves within twenty-four hours after receipt.

In order to realize these advantages of economy and speed, we will accept without change all information provided by the Library of Congress, including classification numbers. Therefore, beginning October 1st, all of our incoming acquisitions will be classified in the Library of Congress classification system. Except for outlying departmental libraries, the Undergraduate Library, and some serials in the Wilson Library, we do not plan to reclassify our present collection from the Dewey to the Library of Congress classification. Given the size of our holdings, we estimate that full reclassification would cost over a million dollars and require about twenty years to complete. The potential advantages of complete reclassification do not warrant such great expense.

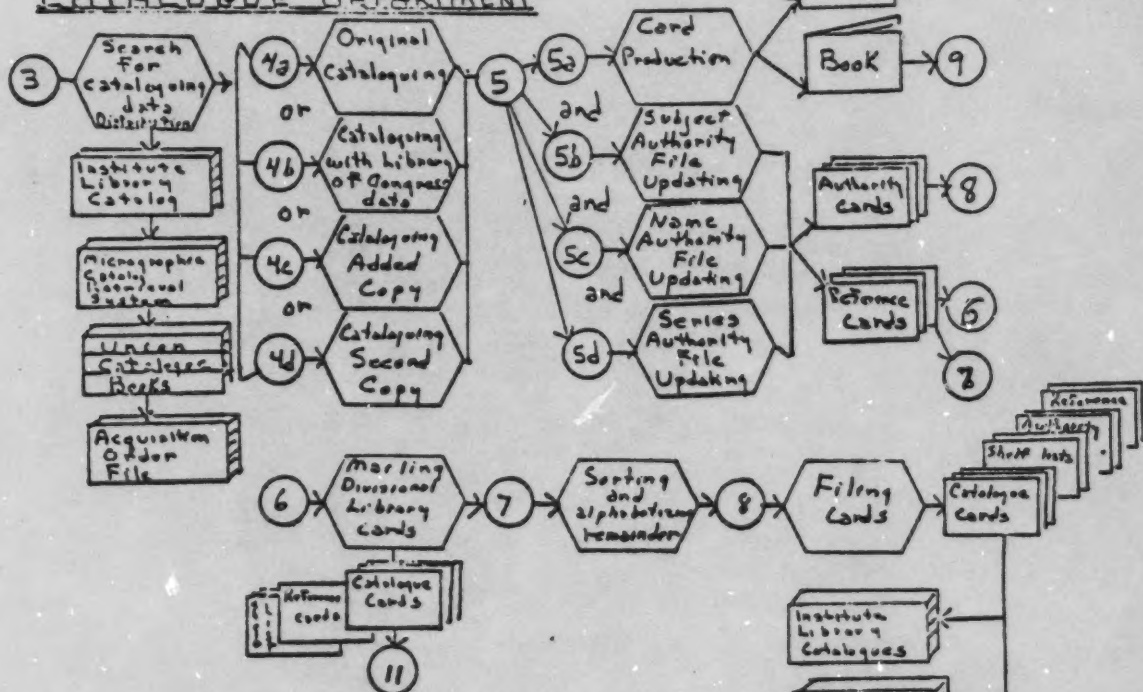
In addition to economic factors, there are other compelling reasons for changing our classification system. Experience with the Dewey system, here and elsewhere, increasingly demonstrates its inadequacy for large research libraries whose collections reflect the explosive growth of modern knowledge. In recent years many large academic libraries across the country have made this change, and the new national program will add further impetus to the movement.

We recognize that this change may cause some initial inconvenience. Our staff will make every effort to ease the transition in all possible ways. We are convinced, however, that the benefits to be gained will indeed justify the inevitable inconvenience you will experience. The complications of our own work we must endure, and it is our devout wish that you will endure with us and give us the full measure of patience and kindness we hope to merit.

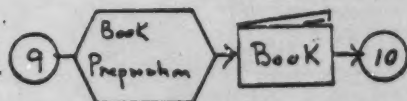
Jerrold Orne
University Librarian



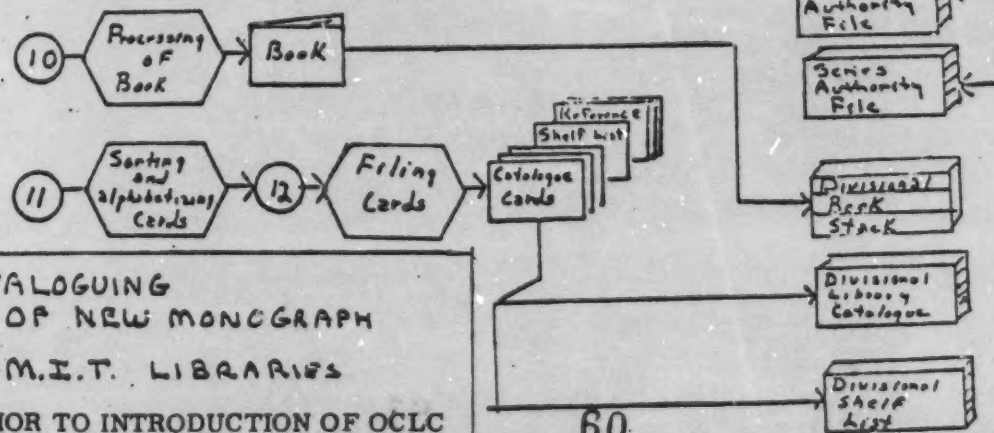
CATALOGUE DEPARTMENT



ACQUISITION DEPARTMENT

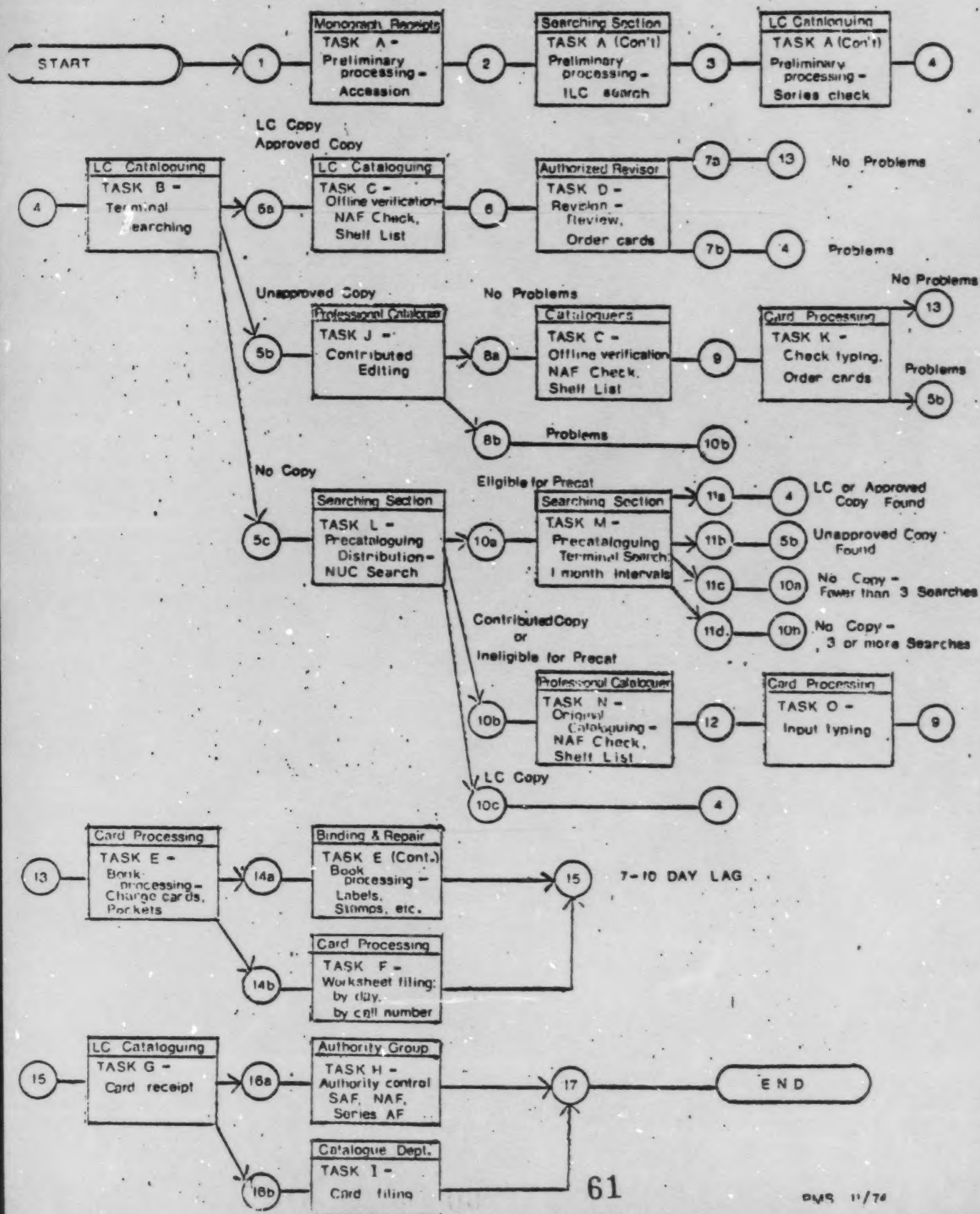


DIVISIONAL LIBRARY



CATALOGUING
OF NEW MONOGRAPH
M.I.T. LIBRARIES
PRIOR TO INTRODUCTION OF OCLC
SYSTEM

Book Cataloging System Flowchart



COST CENTER #4

Cataloging Department

Product Units

Direct Purchase Books *

Approval Plan Books *

CSO Books *

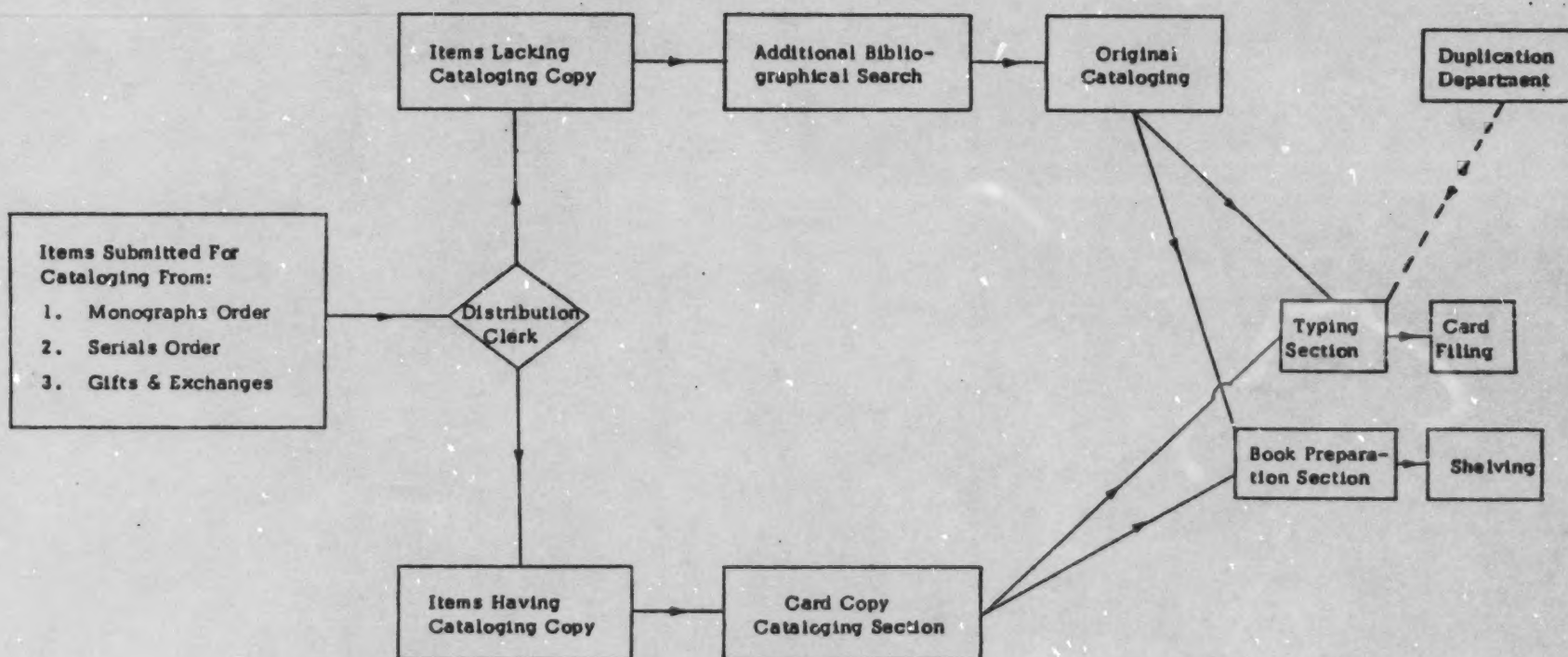
Microform *

Serials *

Processing Procedure -- Exhibit J

1. Items to be cataloged for inclusion within the collection are submitted by the Monographs Order Department, the Serials Order Department, and the Gifts & Exchanges Department.
2. The distribution clerk then sorts the items by those requiring original cataloging and those which have copy* information and will be card cataloged.
3. In original cataloging an additional search is performed on those items for which cataloging copy information should normally exist.
4. The Typing Section prepares catalog cards to be entered in the main card catalogs according to information received from the two cataloging sections, i.e., the Original Cataloging Section and the Card Copy Cataloging Section.
5. The typed cards are then duplicated on an offset press in the Duplication Department and are returned to the Cataloging Department Typing Section where card headings are added.
6. The finished catalog cards are then distributed to the filers and placed in the main card catalogs.
7. Items to be entered in the collection are sent to the Book Preparation Department where a Library of Congress call number, book pockets and department labels are affixed.
8. Items having passed through the Preparation Department are then put on the shelves and thus are made available for public use.

*See Glossary



COST CENTER #4

Cataloging Department

Summary of Unit Costs -- Exhibit K

Detailed Cost Build Up Schedule -- Exhibit L

Before entering into a brief discussion concerning the expense build-up in Exhibit L it should be noted that:

1. For the purposes of this study monographs* and microforms* have been chosen as the product units. The category of monographs includes all approval plan books processed, all CSO books and all direct purchase books. In addition, the total monographs figure (Exhibit L) includes the serials that were cataloged (this figure is buried in the total monographs volume and cannot be identified due to the way statistics have been kept) and approximately 4,000 miscellaneous items amounting to about 8% of the total items cataloged during the period.
2. The product units are expressed both in terms of volumes* and titles*. Average unit costs for both have been determined. (Exhibit K)
3. Costs have been allocated between the two product units on the basis of volume by number of titles processed. This has been done according to the opinion of the Cataloging Department Head, that all items passing through the cataloging process receive the same basic treatment and therefore, approximately the same processing cost.

This assumption, although basically sound, is a bit simplified as will be pointed out with reference to original cataloging* costs vs. card copy* cataloging costs. But for the purpose of average unit cost determination this line of reasoning will be followed.

Description of Expense Allocation & Cost Build-up

Summary of Unit Costs -- Exhibit K

Detailed Cost Build-up Schedule -- Exhibit L

Supervisory Expense

This cost includes 100% of the Cataloging Department Head's salary plus the secretarial expense of one salaried position.

*See Glossary

Cataloging Expense

This expense includes the original cataloging work done by professional catalogers accounting for twelve full-time positions, and the card copy cataloging done by para-professionals accounting for five salaried positions and one part-time position accounting for 988 hours during the period at \$1.65/hour.

As a general assumption, it can be said that because of the difficulty of the cataloging, original catalogers usually catalog fewer items per period than do the para-professionals. Accordingly the unit cost added to each originally cataloged item would be higher because of the greater number of original catalogers and their correspondingly higher salaries. With this in mind, coupled with the assumption that we established earlier, that direct purchase books will require original cataloging more frequently than either approval* plan or CSO* books, it would follow that the average cataloging expense should be higher for direct purchase* books.

However, due to the lack of adequate statistics, it is impossible to determine the type of items which received original cataloging during the year. Another complicating factor is that due to staffing requirements, original catalogers also cataloged some items having card copy. Acceptance of the existing lack of information prevented the determination of an accurate cost of original cataloging.

Cataloging Maintenance Expense

This expense involves the correction and revision of cataloging cards within the main card catalog. This cost was allocated by volume (total number of items processed). The cost is accounted for by three salaried positions.

Preparation Expense

The Preparation Department is responsible for affixing a call number, department label and card pocket to all of the items entering the collection. Because each item receives similar treatment there seems to be sound basis for allocating this expense according to volume.

Two full-time salaried positions account for the expense indicated.

Card Typing Expense

The card typing expense is accounted for by nine salaried positions and one part-time position having a total of 823 hours worked during the period at the average rate of \$1.65.

A card must be typed for each item entering the collection and, therefore, the justification¹ to allocate this expense also by volume.

*See Glossary

Card Filing Expense

A card for each item entering the collection must be filed in the card catalog. Therefore, as in the case above, the same amount of time is expended in filing each card regardless of the product it represents, hence the cost is allocated by volume.

The hourly expense was accounted for by the total of 14,649 hours used at the average hourly wage of \$1.65.

Mail Department Expense

The Mail Department expense has been determined in this case, in the same manner with respect to the procedures applied in cost centers #1, #2, and #3.

It was determined that 3% of the Mail Department time is spent servicing the Cataloging Department. The determination of expense was made in light of this finding.

Operating Supplies & Duplicating Expenses

Both of these expenses have been allocated on the basis of total number of titles processed, on the assumption that the expenditures benefit the total items processed on a proportional basis. The expenses indicated reflect actual expenditures in material and labor.

Bibliographic Search Tools

This expense has been allocated by volume (number of titles processed) on the assumption that this expenditure benefits equally all items processed.

The expense is accounted for by:

- ⁵⁰¹
1 Volume @ National Union Catalog
- ⁵⁰¹
1 Volume @ Library of Congress Catalog

These items are purchased annually and so constitute a recurring cost.

Cost Center #4
Cataloging Department
Summary of Unit Costs

Exhibit K

	Monograph		Microform	
	<u>Title</u>	<u>Volume</u>	<u>Title</u>	<u>Volume</u>
Department Supervisory Exp.	\$.47	\$.37	\$.47	\$.13
Professional Cataloging Exp.	3.09	2.43	3.09	.88
Para. Prof. Cataloging Exp.	.83	.65	.84	.24
Hourly Exp.	.05	.04	.04	.01
Cataloging Maintenance Exp.	.52	.40	.52	.15
Book Preparation Exp.	.25	.19	.25	.07
Card Typing Exp.	1.20	.94	1.20	.35
Card Filing Exp.	.69	.54	.69	.19
Mail Dept. Exp.	.01	.01	.01	.003
Operating Supplie Exp.	.13	.10	.13	.04
Duplication Dept. Exp.	.08	.07	.08	.02
Bibliographic Search Tools	<u>.04</u>	<u>.03</u>	<u>.04</u>	<u>.01</u>
	<u>\$7.36</u>	<u>\$5.77</u>	<u>\$7.36</u>	<u>\$2.09</u>

NOTE:

Unit Costs are Expressed in Terms of Both Cost
Per Volume* and Cost Per Title*.

*See Glossary

Cost Center #4
Cataloging Department
Detailed Cost Build-Up Schedule

Exhibit L

Associated Costs	# of Titles by Category # of Volumes	Monographs 32,617 41,634	Microform 2,652 9,321	Total 35,269 50,955
Dept. Head Supervisory Exp.		\$ 11,655	\$ 945	\$ 12,600
Secretarial Exp.		<u>3,811</u>	<u>309</u>	<u>4,120</u>
		<u>15,466</u>	<u>1,254</u>	<u>16,720</u>
Professional Cataloging Exp.		100,889	8,180	109,069
Para-Professional Cataloging Exp.		27,062	2,194	29,256
Hourly Cataloging Exp.		<u>1,508</u>	<u>122</u>	<u>1,630</u>
		<u>129,459</u>	<u>10,496</u>	<u>139,955</u>
Cataloging Maintenance Exp.		16,995	1,378	18,373
Book Preparation Exp.		8,112	659	8,770
Card Typing Section				
Salaried Typist Exp.		37,833	3,068	40,901
Hourly Typist Exp.		<u>1,256</u>	<u>102</u>	<u>1,358</u>
		<u>39,089</u>	<u>3,170</u>	<u>42,259</u>
Card Filing Section		22,358	1,813	24,171
Mail Dept. Expense				
Aux. Services Head		31	3	34
Dept. Supervisor		114	9	123
Hourly Exp.		<u>179</u>	<u>15</u>	<u>194</u>
		<u>324</u>	<u>27</u>	<u>351</u>
Operating Supply Exp.		4,310	349	4,659
Duplication Dept. Exp.		2,717	220	2,937
Bibliographic Search Tools				
Nat. Union Catalog		823	67	890
L.C. Catalog		<u>583</u>	<u>47</u>	<u>630</u>
		<u>1,406</u>	<u>114</u>	<u>1,520</u>
Total		<u>\$240,236</u>	<u>\$19,479</u>	<u>\$259,715</u>
Ave. Cost/Title		7.36/u	7.36/u	
Ave. Cost/Volume		52.77/u	2.09/u	

HARVARD

Expenses for card production

2 IBM Correcting Selectric II - single pitch (12) - library keyboard - elite-regular space - blue/willow green - both units with Dead Key Disconnect - \$550 each	\$1100
2 Card holding platens - \$24.60 each -	49.20
6 Stamp pads - Thorp and Martin pads - black ink -	6.00
2 Card Sorters - Gaylord Catalog #149	14.00
3 Lamont edge stamps - Dimond Union Stamp Works - "Lamont Library - Harvard University"	5.00
2000 paper clips - Thorp and Martin - sizes 1 and 3	10.00
100,000 rubber bands - Eberhard Faber - Star pure rubber bands 1/4 lb. (4oz) - size 18	60.00
50,000 cards - University stores - off white - 3" by 5" cards with holes	225.00
2 typewriter tables - Martell Typewriter Company	60.00
1 illuminated stand magnifier by Bausch and Lomb - K1 - 81 - 34 - 80	9.95
Cardset contract 1968-1973	6140.00
Xerox microprinter x246n with 20x and 16x lens (minimum 90 day rental)	
\$160.00 per month	640.00
Xerox supplies - 3 cartons of 6R 152 toner - \$52.20 per carton	156.00
1 carton of 5R3 developer	15.00
B and G requests - Equip Room 203 with a sole use of a 30 amp circuit. Equip Room 411 with a sole use of 20 amp circuit	Price undetermined
Dennison Economist Copier includes 1 year service, starter kit and installation	2267.00
30 cartons of Bond Bright paper \$32.40 per carton	972.00
15,000 sheets of card stock - University Products #24-2358 6 up slotted and perforated card with corners cut - Permaform - \$21.10 per 1000	361.50
1000 sub division cards for use in subject authority file	23.00

Cataloging Expenses

2 ALA filing rules - abridged -	4.00
1 ALA complete filing rules	6.00
3 LC posters	1.00
LC classification schedules (complete A-Z)	77.75

LC classification - Additions and changes - one copy each

a. Lists 117 - 134, 1960 - 64	free
b. 135, 136, 137 1964 - 65	1.20
c. 138 - 152 1965 - 68	22.50
d. 153 - 156 1969	6.00
e. 157 - 160 1970	10.00
f. 161 - 164 1971	10.00
g. 165 - 168 1972	20.00
h. Subscription for 1973	30.00

4 LC classification outlines	free
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Subject headings used in the dictionary catalogs of the Library of Congress

7th edition - one copy	15.00
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Supplements

1972 subscription	30.00
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1973 "	35.00
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Library of Congress Subject Headings Supplements: 1966 - 1971

cumulation	40.00
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LC additions and changes cumulation through 1970	160.00
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1971 and 72 supplements	140.00
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Expenditures for end processing

Spine labels

a. General Collection - 125,000

b. Farnsworth - 5,000

c. Reference - 5,000

Price estimate to be obtained
from Purchasing

Book saver - 10 quarts

\$40.00

Label remover - 2 gallons - This may be taken from general stock and cost not considered

Scrapers - 12 X-acto blade holders and 50 packages of refill blades

75.00

Lamont Library edge stamps - 6

6.00

Rubber bands - 50 boxes of Eberhard - 4 oz. boxes - size 18

45.00

Typewriter ribbons

a. Self-correcting Selectrics - IBM correctable film ribbon - 6 boxes
of black ribbon - reorder no. 1136432

100.00

b. Selectrics - 3 black and red ribbons - reorder no. 1136110

6.00

c. Standard IBM electrics - 3 black and red ribbons - reorder no. 1010753

6.00

d. Manuals - black ribbon

20.00

1. Smith-Corona Classic 12 - 2 ribbons

2. Smith-Corona Secretarial - 2 ribbons

3. Royal Safari - 2 ribbons

4. Royal - uses Roytype twin pak ribbon - 2 ribbons

Lift-off tape for self-correcting Selectrics - 12 boxes - reorder no. 1136433

75.00

Printed cards

7,100.00

The By-Products of Reclassification

Cataloger (C)
Case Institute of Technology
1966-7

The decision to move the book collection of the Case Institute of Technology Library to the Library of Congress classification was made in July of 1965, concurrently with the appearance of the 17th edition of Dewey. The advisability of changing to LC had been discussed for some time at Case and our reasons for making the change so closely parallel those reasons spelled out in the body of library literature during recent years that they need not be repeated here. A careful comparison of the Dewey 17th with "Our Dewey" catapulted us right into LC. and the final decision to adopt LC was made within the confines of the library by the library staff. The matter was not brought to the administration of the college prior to its implementation because our director, Dr. Frederick L. Taft, felt very strongly that this was a professional decision and, as such, needed to be made by professional librarians.

Our plan was to start using LC immediately for all newly acquired items; we realized very quickly that every additional day that we stayed with Dewey would only add to the expense and burden of the eventual reclassification project. Accordingly, the transition was made by the middle of July, the request for funds for reclassification was submitted in the fall, and before the end of the year, we were granted space, money and equipment for a reclassification staff of five people. This unit was organized and functioning by March 1st; it has now been increased to seven people and the books pass through the reclassification process at the rate of about 2000 per month. The staff consists of a professional cataloger, two assistants to the cataloger, two typists, a clerk who reproduces catalog cards and labels for spines, and one general assistant who is being trained to step into any of several steps of the process where a bottleneck might develop.

As we started to map out a procedure for the reclassification, it became very evident that this was a wonderful opportunity to do a great deal more than just

reclassification. We had been debating the pros and cons of a divided catalog and were generally agreed that this was something we wanted to have; we had used divided catalogs in our departmental libraries before their collections were transferred to our new library, and we had found them satisfactory. We had not yet, however, discussed the mechanics of accomplishing the division. At the time we were ready to adopt LC, the catalog was very crowded and expansion was imperative. New cabinets were already on order so the decision was made to use them for a brand new catalog to house everything that would be classified or reclassified into LC. As a result of this decision the underlying theme of our staff meetings and cataloging discussions began to change. Instead of the recurrent wishes for enough time and staff to go through the catalog to work out consistent ways of handling series entries, or to consolidate several copies of the same title from several different classes in one class (an inheritance from the days of departmental libraries), or to evaluate our use of those subject headings about which we had question, or to update subject headings, we were now saying that this was the time to determine the features we wanted in our catalog and to build them in, from the beginning and in a consistent way. There were several meetings of the entire professional staff, and those librarians who work most closely with students and faculty discussed with the catalogers the ways in which they felt the catalog could best serve its users. Guidelines were carefully drawn and we now have our divided catalog; we have eliminated typed subject headings and instead are checking the tracings at the bottom of the cards with a red pen and filing them behind plastic guide cards; we have worked out a formula for giving series entry information which we think will suit our particular needs; we have eliminated subdivisions of subjects and of corporate entries which we felt were confusing to the user; and we have incorporated into the public catalog our holdings for all open

entries. We had previously referred the user to the shelf list which is in another room and was bypassed more often than not. After all, who besides a librarian knows what a shelf list is? We are aware that it is an inconvenience for staff as well as for patrons to have to use two catalogs that are so different, especially since many of them have never mastered the use of even one, but most of our users have reacted favorably to the new classification and the new catalog. They can see progress and they seem willing to put up with the temporary inconvenience. At the rate the LC catalog is growing, the situation can only improve.

After we had worked out the format for the new catalog, we had to determine what kind of cards would go into it. This was one of the most important considerations in planning for the reclassification since it would greatly affect our estimates of the required length of time, number of staff, and consequently, amount of money it would take to do the job. The three possibilities were 1) to change the numbers on the cards already in the catalog, 2) to purchase new cards from the Library of Congress or 3) to make our own cards. Several hundred titles were reclassified, utilizing all of the above methods as well as a few variations and combinations; time and cost studies were done and we concluded that the most feasible plan was to make our own cards. In the instances where we were making changes in the cataloging as well as in the classification it proved too time consuming to erase and make all the changes on each card of a full set, and the appearance of the altered cards was far from satisfactory. To order new cards from the Library of Congress would have been very expensive, not only in the cost of the cards themselves but also in the cost of the man hours necessary to write orders, maintain large files of duplicates of the orders, check the cards in, send follow-ups on unfilled orders, etc. We therefore developed a technique for reproducing new catalog cards, using LC copy or typewritten copy, for less than

two cents per card. The old Dewey main entry is altered to become the master copy; it contains the call number and any necessary changes in the body of the card or the tracings. Using the Xerox 914, we make eight sets of cards at one time on unperforated, punched card stock, and then cut these eight sets to exact size on a cutting machine that was designed and built on our campus by our own staff of engineers and machinists. These people became very interested in the problem of producing catalog cards of high quality and gave generously of their time and talents. They helped us to solve many mechanical problems that arose in connection with the Xeroxing process but the card cutter is probably the one unique feature of our operation. It is uncomplicated and safe to use and each run of the machine produces eight sets of cards that are ready to go to the next step of the process with no further sorting or handling. When the cards come to the typists, they need only to have the subject tracings checked off in red and the added entries typed on, thereby eliminating the need to erase, retype, and verify call numbers and other changes on each card of the set.

The card-making process was designed primarily for the reclassification, but now that we have the capacity to produce as many cards as we need whenever we need them, the equipment is being used to aid the work of several of the other departments in the library which maintain card files. We are making cards for the periodicals collection, for the Reports collection and for the phonograph record collection. In addition we are sending sets of cards to a few departmental reading rooms where catalogs have been requested, and with very little added effort we are making one extra card to send to those departments that want to maintain a record of our holdings in their particular subject areas. However, the most important by-product of our card making process has been the change in procedure for cataloging newly acquired items in the Technical Services

Department. When it became evident that we would be able to produce cards of acceptable quality, we started to use proof cards from the Library of Congress in much the same way that we use the main entry card in the reclassification process. Before Xeroxing, we incorporate on the proof card all the information we want on the final product and again we do not have to type and verify call numbers, changes in text, contents notes, etc. By using the proof cards in this way we are also eliminating to a large degree the typing and processing of LC card orders and the sometimes endless wait for the cards to arrive. For the items which were published before the start of our subscription to the proof cards we edit the copy from the National Union Catalog, type a master card and Xerox it. We are continuing to order cards from LC for older items which have long and complicated entries, but we have changed our formula to the minimum order of three cards and we then Xerox as many more as are needed. As a result of these changes in procedure we have eliminated most of our backlog of uncataloged materials, new books are generally ready to circulate within a day or two after they are received, and our Technical Services staff has enough time to undertake extra projects that we have been wanting to do.

During the period that we were reading and discussing the arguments for and against the Library of Congress classification we had not put too much weight on the pro-argument that much of the cataloging process could be done by non-professional staff, if we accepted LC call numbers and subject headings. This was not one of the more important considerations in our decision to change. After years of custom building each call number to fit into our modification of Dewey, it was extremely difficult to visualize accepting a number copied from an LC card without checking it against the schedules and against what was already in the collection. After a long, hard struggle, I, for one, was finally able to reach the conclusion that the subject specialists at the Library of Congress could

exercise judgement at least as good as ours, and that to question each call number that was assigned was really to suggest that every decision we ourselves would make would be an accurate one. Having arrived at this point we were then ready to use the reclassification unit as a proving ground, but we first had to make the really big decision --- how much of LC could we accept? To make too many changes would have put us right back where we were with our highly individualized Dewey; on the other hand, there were some aspects of LC which we felt would not meet our needs. We were able to define these exceptions very specifically and it was then a relatively simple matter to teach our cataloging assistants to recognize them and pass them on to a cataloger for his professional attention. We are accepting about 850/0 of the Library of Congress call numbers, forms of entry, and tracings, and this proportion of the work is being done by clerical personnel, this freeing the professional personnel to do original cataloging and make judgements on problem materials. Our backlog at this time consists almost entirely of items which need original cataloging and since the routine work is being done by clerical staff, the catalogers can devote their energies to these more difficult problems.

Before the reclassification is finished we will have physically handled every volume in the library and in this way we are automatically doing an inventory, evaluation and refurbishing on the entire collection. We are finding some titles which really belong in the closed stack, or in the Archive, or in the Periodicals and Serials Division, and we are making the proper disposition of them; in this way more space is becoming available for newer materials. Some titles which are historically important to us and which we own in several editions had previously been cataloged as open entries; we are now cataloging each edition individually in order that the catalog will reflect the differences between editions. The volumes that are in bad condition are being sent for re-

binding or mending or to the closed stack, if they are not heavily used. The complete holdings in all runs and open entries are being examined, and as we reclassify the title we write orders to fill in gaps; if the title is one that is not on standing order, we purchase any volumes that are necessary to bring it up to date. Because of the historical nature of our collection we are not eliminating any titles, but in the instances where we find unnecessary duplication we are keeping only the requisite number of each title and are cancelling the rest. As each section of the Dewey shelving is emptied, we examine the items that remain in the Dewey shelf list; at this point we determine which titles are important enough to be replaced, and we cancel those titles which we cannot replace. There has been objection on the part of faculty to the system we had used for the transliteration of Cyrillic names and titles; as we reclassify we are correlating our transliteration with the most current usage and with what our faculty is most accustomed to. Over the years spines had been labeled by a number of different people in a number of different ways, some more successful than others, and by this time some numbers are less than legible; all spines are now being consistently numbered with the Se-Lin labeler in an effort to keep them uniform and readable. For any volume that is to be placed in any special location besides the regular sequence of open shelves, we add a strip of Se-Lin tape that specifies its proper location. In this way we can readily spot books that belong to a departmental reading room, to the closed stack, to our special music collection, etc. If the book is ever transferred to another location it will be a simple matter to remove or change the extra strip of tape.

In view of the rate at which we are acquiring new materials we might never have had the courage to interrupt the flow of work and the output of the Technical Services Department to try out new ideas. The reclassification unit has been a laboratory in which we could examine and evaluate our cataloging procedure, experiment with new ideas, refine them and then introduce them to the other parts

of the library that are concerned with catalogs and card files. The reclassification has also given us the opportunity to coordinate into one consistent whole the work and ideas of all the people who have contributed to the catalog in previous years.

RECLASSIFICATION OF ACTIVE DEWEY SERIALS

Procedures

1. Pull Dewey shelf list cards for titles which appear to be serials from the section assigned, beginning with 000. Mark the section in the shelf list with an Information card:

Serials in 330.5-230.8 are being reclassified. If you have questions concerning serials in this classification section, see Alice Lane. 10-10-74 (SAMPLE)
--

Work with small groups of cards (10 to 20 titles). Do not leave individual temps in the Dewey shelf list, since reclassified items will not be returned here.

2. Check the old Serials files on the balcony for any records on the items pulled for checking.
3. Check the Public Catalog when necessary to verify entry (especially where half-card shelf list cards are involved).
4. Check the Central Serials File to determine whether the title is active. Watch for notes on ceased titles, inactive titles, changes of titles, etc., which would affect our cataloging decision.
For items which are being currently received, record holdings and location in pencil on the shelf card. Be as specific as needed for inventory purposes. We will not reclassify any titles waiting to be transferred to the Ceased or Inactive File.
5. For titles which are active, attach "Reclassification in Progress" slip to the Postindex record, giving as much information as possible at the time.

RECLASSIFICATION IN PROGRESS

Send next piece received to Alice Lane, Cat. Dept.
Vols. called in _____
New call no. will be: _____

Catalog Dept. Reclass Unit

RECLASSIFICATION OF ACTIVE DEWEY SERIALS Procedures (cont'd.)

Check these active titles on the Central Serials Flexoline and pull any titles found there. Staple the strip to a "Remove from Flexoline" slip, and give these to Leslie Manning.

6. Refile Dewey shelf cards and any other records pulled for any titles which do not fit the criteria for reclassification. Titles which are ceased, inactive, or which we do not wish to continue receiving will not be reclassified.
7. Volumes to be reclassified are called in from storage in NH3, Ag South, or Law Annex. Use special call-in form:

TO:

DATE:

FROM: Cat. Dept. Reclass Unit ()

Please send all volumes under the following call no. to the Cat. Dept. Reclass Unit to be reprocessed from Dewey to LC. Do NOT make a circulation charge-out record.

For volumes in the Branch Libraries, have the clerk-typists check the holdings in the Branch Library and make a complete inventory of the volumes. Check out the latest piece to the Catalog Dept. to update cataloging.

8. Complete any investigation necessary and prepare new copy, checking copy with latest piece.
9. Type temps for public catalog and shelf list, reading rooms, and branches as needed.
10. When volumes called-in have been received at Love Library, pull old cards and file temps. Call in cards from branches and send temps to be filed (or have the clerk-typists pull cards and file temps if they are taking inventory at the branches).
11. Have volumes reprocessed. One reprocessing slip showing new call no. for each set is usually sufficient, unless there are problems in marking that need correction). Volumes are returned to the Catalog Dept. after processing and are picked up there by the shelvers when they have space prepared.
12. Stacks supervisor is given a preliminary estimate of anticipated space needs

Catalog Dept. Reclass Unit

RECLASSIFICATION OF ACTIVE DEWEY SERIALS Procedures (cont'd.)

for reclassified volumes at the time the volumes are called in from storage. He is given a specific volume count and footage measurement at the time the volumes are sent to be reprocessed, and he has the volumes picked up from the Catalog Dept. and shelved as soon as possible.

SHELVING FOR RECLASSIFIED SERIALS

_____ volumes
(approximately _____ ft. of shelving)
should be ready for shelving in N1 .C75
on _____.

Cat. Dept. Reclass Unit bm(AL)

13. Permanent cards are prepared, stamped for Central Serials, and put in filing.
14. Central Serials is notified of the new call no. and any changes in cataloging. Notice is sent of the volumes reprocessed and of any corrections needed in their record of holdings.

Decisions to be Made Regarding

Changeover to Library of Congress Classification

Problems for Discussion

I. General Policies

A. Reclassify:

1. All titles when duplicate copies are added.
2. Classified current serial sets as new volumes are added under the following general policies:
 - a. All unanalyzed yearbooks, directories, etc., except as directed otherwise by divisions.
 - b. Already cataloged volumes of analyzed monographic sets only upon recommendation from the Division, although all new volumes will be classified in LC.
 - c. It is suggested that we immediately reclassify Bibliography Collection and all Reference Collections in Divisions and at C.I. Desk, in order to avoid using two classed arrangements in these relatively small collections.

It would be desirable that these collections be checked for little used titles that might be retired to other locations. Much material under 2a. above would be included in this group. Since we have no separate shelf list of reference collections, we should perhaps have an estimate of no. of titles and vols. that would be involved.
 - d. Current divisional policies will be followed on reclassifying old editions when copies of a newer edition are added.

B. Unused language symbols and 'R' for Reference to be removed from cards as we come across them.

C. Continue to add "J" and "T" books in Dewey and to enter author and added entry (not including subjects) cards in public catalog. Follow LC practice more closely in order to reduce the volume of added entries.

D. All titles cataloged for Kasle and Webber collections will henceforth be stamped 'Kasle', 'Webber' instead of being preceded by letter 'K' or 'W'. It does not seem practical at this time to remove these letters as used with Dewey numbers. The situation can be reviewed later if it does cause too much confusion.

Note: D. Ewing was to examine possibility of dispersing Webber collection.

E. No subject cards will be made for Humanities and Social Studies divisional catalogs. A decision on subject cards for Education will be made independently of this provision.

II. Relocation of classes to eliminate exceptions in locating LC classes.

A. We seem to have agreement on these:

1. TX Home Economics (Dewey 640's) Move from Soc. St. to Kresge. This eliminates one exception in Dewey Location also. About 1450 titles involved, but Mr. Ewing indicates that perhaps 2/3 of these could be retired to storage.
2. Relocate 655's (book arts, publishing) from Social Studies to Education.
3. 362.1-362.4. About 300 titles. Most class in LC's RA and will go to Kresge. Leave Dewey class in S.S., specific titles to be reclassified as needed.
4. CD Archives. Dewey puts most in 025.171, but LC does have an equivalent 'Z' no. Therefore, some 12 titles should be reclassified to transfer to S.S.
5. CE (Chronology, Calendar - Dewey 529). About a third of the 40-50 titles in the existing collection should stay in Kresge; reclassify those important enough to transfer.
6. GA (Cartography - Dewey 526.8, 526.98). About 50 titles to be reclassified and transferred from Kresge to S.S.
7. SH, SK (Hunting and Fishing - Dewey 798 - 799). About 125 titles now in Humanities; do not transfer these. New titles will follow LC and go to Kresge.
8. Z 5001 - 7999; Z 8000 - 8999 (Subject bibl., <Personal bibl.>) Assign to Subject Div. or Bibl. Coll. with stamped location.

B. Humanities and Social Studies

1. Sports and Games (GV - 790, 793-797). About 1550 titles now in collection. Leave Dewey classed titles in Humanities, class new titles in LC for S.S.
2. Numismatics (CJ - 737). About 30 titles in present Dewey classification will stay where they are.
3. Epigraphy and Inscriptions. CN - 417, etc. 110 titles. See also Palcography equals Z. Leave in Hum. LC classed titles to S.S.
4. Jews by country (DS - 296.093 - .099). Dewey classed titles will remain where they are (Hum.). LC classed go to S.S. except Kresge.
5. City Planning-Urban Renewal. 711.5. Leave in Hum. LC to Hum. or S.S. acc. to classif. Reclass comprehensive works to HT as needed.

C.

1. Psychology - Child Psychology (BF). Send BF 721 -724 to Education. Send HQ 771 - 785 (Child study - Eugenics) to Education.
2. Photography (TR - 770). About 300 titles in the collection. Leave them where they are; send new titles to Kresge.

Revised December 16, 1960

3. Physical Geography and Oceanography (GB - GC = 551.4). Books in these LC classes to be located in Kresge.
4. Vocational guidance (HF 5381 - 82; 500 titles in 371.425). Titles classed LC to go to SS; leave Dewey numbers in Education.
5. Deleted.
6. Military Engineering (UG, some of which are equivalent to 623). Send all LC classed titles to S.S.; leave 623's in Kresge.
7. Shipbuilding and Marine Engineering; also Navigation. (VM and VK). Locate these two subclasses in Kresge as an exception to normal V location.

D. Defer for the time being consideration of transfer of periodicals. Consider them all when divisional lists can be printed (on 3 X 5 cards if preferred) from serials tape now in preparation; attempt then to make decisions on analysis of use, LC classification when it exists, and other considerations to be determined.

III. Changes proposed in use of LC numbers

1. Secondary study and teaching. Follow LC for classification and location.
2. Education of blind and deaf. (HV 1611 - 2349; HV 2417 - 2990). Send to Education by substituting "L" for "H" in the notation and following the rest of the notation as it appears on the LC card.
3. Deleted.
4. English language fiction to class with author's other works in literature numbers, rather than in PZ 3 - 4. However, PZ 1 will be used for Collections of literature and short stories in English.
5. All personal bibliography, including that of authors classed in literature, will class according to LC in Z 8000 - 9000, with Division location stamped or on plastic card cover.
6. Until L.C. schedules are available, all Law to be classed in L.C.'s "K" schedule will be classed according to Dewey schedules in 340 - 349. (Note: This does not include 341 - 342 which L.C. classes in JX) Law of special subjects is to be classed according to 17th ed. Dewey in 340 without subdivision. Old numbers in L.C. schedule for law of special subjects, under various subjects such as Education, are to be ignored, as L.C. has abandoned these numbers.

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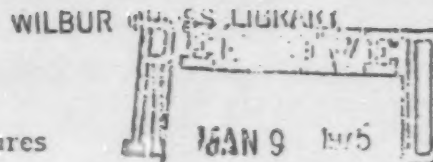
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University of Connecticut
Wilbur Cross Library

Reference Reclassification Procedures



August 1+

ULMSO

- (1) Reference Department to pull and hold in separate file shelflist for indexing and abstracting services to be located in Reference Department but not classified.
- (2) Reference Department to pull official cards and shelflist cards for all volumes to be withdrawn.
- (3) All cards marked Reference or Bibliography Room pulled from official catalog.
- (4) Cards pulled sorted into Dewey classification groups.
- (5) Cards without L.C. call number in lower left or right corner, or with incomplete call number, or with analytic call numbers set aside and searched in the LC/NUC catalogs.
- (6) If LC number found in search of LC/NUC catalogs pencilled in lower left corner.
- (7) If LC number not found in search of LC/NUC catalog cards turned over to Mrs. Goodale (Cat. Dept.) for assignment to catalogers for classification.
- (8) Cards with LC call number arranged in Dewey order and matched with shelf-list cards in following order 900, 500, 600, 800, 700, 400, 200, 100, 300, 000.
- (9) If no official card to match shelf-list, recheck official catalog and pull card.
- (10) If still no card, pull shelf-list card and turn over to Mrs. Goodale.

August 11+

- (11) Reference Department to flag those items to be designated Reference Biography.
- (12) Books pulled from shelves, put on trucks, and taken to work area.

- (13) Quick inventory made of shelf-list cards and books; problems set aside with cards and no books turned over to Miss Smith (Ref. Dept.) and books with no cards to Mrs. Goodale.
- (14) Labels typed from official card and matched with book.
- (15) Old call number removed from spine of book.
- (16) Labels revised and placed on book.
- (17) Books turned over to Miss Smith for reshelving.
- (18) Old shelflist card destroyed except where latest volume reference and volumes in stacks with Dewey numbers; on those cards new LC call number added and cards held in special file.
- (19) Official cards arranged in author sequence and held in Reference Department.
- (20) Signs indicating that reclassification has taken place and that call number in lower corner is new location.

September 15+

- (21) Official cards pulled in small groups and used to pull main entry from public catalog.
- (22) LC call numbers on two cards compared and if problem turned over to Mrs. Goodale.
- (23) If identical official card placed in catalog as temporary card.
- (24) Main entry card sent to typist.
- (25) Old call number removed or covered with LC call number.
- (26) Revised card used to xerox new set of cards including new shelflist and card for Reference Department catalog.

(27) Headings typed on new set and appropriate information transferred to new shelflist card.

(28) New card set filed and matched with existing cards which are pulled and destroyed.

(29) If no match new card not filed but turned over to Mrs. Goodale.

January 1+

(30) Remaining shelflist used to locate volumes with Dewey numbers still in stacks.

(31) Volumes pulled and sent to book processing for renumbering.

(32) Volumes remarked and sent to shelves.

(33) Old shelflist card destroyed.

(34) Indexing and abstracting services with Dewey call numbers to have numbers removed from books.

(35) New catalog cards indicating location of indexing and abstracting services only as reference (no call number) to be prepared as in 20 - 27 above.

RECLASSIFICATION QUESTIONS

10. Suggestions for other libraries

- I. If possible, have a clear understanding as to whether part or all of the collection is to be reclassified. This will affect such routines as the "cut-off" series, which would be handled differently if they are used only as a short range measure.
- II. Before beginning project, set as many standards as possible in the use of the LC numbers, as to format, special locations, routing of material by classification, handling of missing volumes or copies, etc.
- III. Decision must be made as to whether recataloging is done by regular catalog staff, or within the unit, and even as to whether any recataloging will be done. The current quality of cataloging, especially serials, and the back-log of title changes or entries to be closed will have a major influence on the speed and quality of the reclassification. If there is no need for "editorial" work, the entire process is done more efficiently.
- IV. The supervising reclassification staff, whether as a separate unit or as part of the regular processing departments, must have a thorough understanding of the inter-relationships of the various operations within the library. Reclassification has a traumatic effect on public services units, at best - and can make their work completely impossible if they are not consulted in the planning of the operation. In addition to this, any change in entry or classification can affect binding and financial record keeping, so all of the implications of any change must be considered.
- V. It has been our experience that much of the work to be done, in as far as pulling and filing cards, erasing call numbers, and changing of numbers in volumes, is of such a repetitive nature, that a much better job is done by people who are working less than full-time. However, it must be realized that supervision and scheduling the work and equipment use for this type of part-time help requires a large amount of time, and a talent for organization, as well as a complete mastery of current technical processing procedures of the particular library.
- VI. In setting up any reclassification project, the choice as to whether to work "out of" particular blocks of the Dewey classification, "into" a given LC classification, or with a particular departmental or special collection as a beginning must be made in the light of the individual situation. Space requirements, a move to new quarters, such projects as our "Serial Project/Audit" and the need to report to it, or other criteria may be the governing factor, but there should be a plan of operation at the beginning of the project.
- VII. We have learned, as have many others, no doubt, that follow-up procedures for missing volumes may best be handled by routing the materials through the regularly established channels for flow of material. Once the "reclass task force" had passed by a snag, chances are that it will be misrouted or lost if this is not adhered to - the feeling that the item may get located in time to be handled with remainder of like material is more "wishful thinking" than realism.
- IX. In all cases, beginning with standing orders and subscriptions, and closing the old classification to addition must take precedence. In each section of the classification, as many actual LC numbers as possible should be used before assigning original numbers. This gives a broader based shelf list, and a better plan for speedy reclassification.

DETAILED ANALYSIS OF SPEC SURVEY ON RECLASSIFICATION AND NETWORK PARTICIPATION

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I. INTRODUCTION

The purpose of this study, sponsored by the University of Kentucky Library, was to investigate and document various experiences of academic and research libraries in reclassifying portions of collections or entire collections. The survey population included all ARL libraries plus a sample of 12 large non-ARL libraries having experience in a cataloging network. A secondary point of interest was the relationship between libraries' particular classification schemes on effective participation in cataloging networks.

Incorporated into the study was: an examination of the nature of reclassification efforts; incentives for reclassifying; various cost analysis methods for reclassification projects; problems incurred by split collection operations; identification of the various networks in which responding libraries participated; extent of utilization of the Ohio College Library Center (OCLC); and modifications in staffing patterns, technical processing organization, and procedures, as a result of network participation.

The survey results and the documentation reinforce an obvious, but major consideration -- the inherent complexity involved in any reclassification project. This is evidenced by the extensive preparatory steps (such as the involvement of outside consultants, elaborate flow charting and training programs) taken by libraries before beginning reclassification projects; the number of years allocated to reclassification; and the small number of libraries determined to reclassify entire collections. This decision to reclassify, however, represents in many cases commitment to future efficiency, economy, and superior access to collections of an increasingly specialized and technical nature.

Sample documentation received in the course of this survey will be included in future SPEC kits and all original documentation will reside in SPEC files available for examination or loan to SPEC members and subscribers.

II. RECLASSIFICATION

MAJOR REASONS FOR RECLASSIFYING COLLECTIONS

Of the total number of libraries responding to this survey (73 libraries) 62 percent reported having undergone a reclassification project within the past 15 years. Table 1 describes some of the major impetuses encouraging such projects, the major ones being "potential decrease in throughput time", "potential cost savings", and "classification scheme more suited to collection". Also indicated by Table 1 is that cataloging network participation has only been a minor factor in prompting reclassification projects. This low percentage (11 percent) may be attributed perhaps to libraries' beginning reclassification projects before network participation was possible.

"Adherence to national standards" was not a listed item in the survey, however, two libraries mentioned this as one of the impetuses for reclassifying. Other libraries indicated that reclassification had been considered with the impending move to a new or different building, when a new head librarian had come on board, and when thoughts had been given to

combining two different collections. The Farmington Plan and NPAC had also provided impetus to reclassifying collections.

The documentation, in explaining the reasons for changing classification systems also describes some of the perceived limitations of the Dewey Decimal System, such as the "Dewey Decimal System's inflexibility" and "built-in obsolescence", its "lengthy notation", and the "number of changes occurring in the 17th edition of the Dewey Decimal Classification Schedules demanding intensive reclassification procedures". Conversely, libraries have found much greater flexibility, relatively simpler notation, and more complete indexes in applying the Library of Congress Classification (LC). The major complaints concerning LC have been: no comprehensive index in one alphabet, no mnemonic features, and an unsatisfactory scheme for bibliography and biography.

TABLE 1

PRIMARY REASONS FOR CHANGING CLASSIFICATION SYSTEMS AS INDICATED BY
NUMBER AND PERCENTAGE OF RESPONDING LIBRARY HAVING UNDERTAKEN RECLASSIFICATION
PROJECTS (SURVEY ITEM NUMBER III.2.) N=45

REASONS FOR RECLASSIFYING	NUMBER AND PERCENTAGE OF LIBRARIES	
	NUMBER	PERCENTAGE
Requirement to participate in cataloging network	2	4
Judgement that benefits of cataloging network participation would be enhanced by change	5	11
Classification scheme more suited to collection	31	69
Potential cost savings	35	78
Potential decrease in throughput time for processing materials	35	78
Adherence to national standards	2	4

Responding Libraries' Collection Size Range

In order to ascertain of the size of libraries' collections and the extensiveness of reclassification projects, the sample group was asked (Survey item number I.C.) the number of volumes held in the particular library. Responses were divided into three broad groups as displayed in Table 2. The collection size range of responding libraries appears to be between 325,000 and 6,350,000 volumes. The largest group of libraries (64 percent of responding libraries) falls into the second category -- 1,000,000 to 3,000,000 volumes. This information in conjunction with the data provided in Table 3 might prove useful in crudely approximating the number of volumes usually involved in reclassification projects.

TABLE 2

=====

NUMBER AND PERCENTAGE OF RESPONDING LIBRARIES BY COLLECTION
SIZE RANGE (Survey item number I.C.) N=73

COLLECTION SIZE RANGE	NUMBER AND PERCENTAGE OF LIBRARIES	
	NUMBER	PERCENTAGE
325,000 to 1,000,000 volumes	11	15
1,000,000 to 3,000,000 volumes	47	64
3,000,000 to 6,350,000 volumes	6	8
No Response	9	12
Total	73	99+

PORTIONS OF LIBRARIES' COLLECTIONS RECLASSIFIED

Survey item number III.3. was designed to determine the extensiveness of reclassification projects. The largest single group of libraries (38 percent) which had undergone reclassification projects reported intentions to reclassify only 10 percent of their collections. This datum corresponds to the results appearing in Table 6 indicating that libraries tend to reclassify only specific subject collections and accounts to a certain extent for the large percentage of libraries (64 percent) which integrated the reclassification project into existing cataloging activities rather than establishing special projects (Table 8). However, an equal cumulative percentage of libraries (38 percent) reclassify at least 60 percent of their collections and 49 percent of these libraries reclassify at least 40 percent of their collections.

TABLE 3

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APPROXIMATE PORTIONS OF COLLECTIONS INVOLVED IN
RECLASSIFICATION PROJECTS AS INDICATED BY NUMBER
AND PERCENTAGE OF LIBRARIES INVOLVED IN RECLASSIFICATION
PROJECTS (Survey item number III.3) N=45

PORTIONS OF COLLECTIONS	NUMBER AND PERCENTAGE OF LIBRARIES		CUMULATIVE PERCENTAGE
	NUMBER	PERCENTAGE	
100%	10	22	22
80%	4	9	31
60%	3	7	38
40%	5	11	49
20%	5	11	60
10%	17	38	98

CLASSIFICATION SCHEMES USED BY LIBRARIES

Survey item number I.D. asked the respondent to indicate the classification system used by the library. From these responses it was learned that only 12 percent of responding libraries use the Dewey Decimal System only, while 56 percent use the Library of Congress System only and 30 percent of responding libraries use both systems. As is demonstrated by these results and the responses to Survey item number IV. (indicating that 59 percent of responding libraries had experience operating with split collections), it is not uncommon for libraries to operate under two or more different classification schemes. Although other patterns were reported, the most common combination is Library of Congress with Dewey Decimal Classification Scheme. However, in those libraries where there is particular need for a more discipline-oriented scheme, collections are classified under such schemes as the National Library of Medicine, Moys for law collections, the Superintendent of Documents, and a modified form of the U.S. Department of Agriculture. Other libraries reported implementation of Billings, Fixed Order, Richardson, Rowell and various locally designed systems.

TABLE 4

=====

NUMBER AND PERCENTAGE OF LIBRARIES USING VARIOUS
CLASSIFICATION SCHEMES (Survey item number I.D.) N=73

CLASSIFICATION SCHEMES	NUMBER AND PERCENTAGE OF LIBRARIES	
	NUMBER	PERCENTAGE
Dewey Decimal only	9	12
Library of Congress only	41	56
Both Dewey Decimal and Library of Congress	22	30

NATURE OF RECLASSIFICATION PROJECTS

For Survey item number III.1., respondents were asked to describe the nature of the reclassification. Although a large majority (73 percent) reported a reclassification from Dewey Decimal to Library of Congress, a number of other modifications were mentioned, such as:

1. From LC to a more discipline oriented classification scheme, such as to National Library of Medicine for medical materials and to Moys for legal materials.
2. From Cutter-Sanborn to LC.
3. Partial abandonment of the Billings Classification system to LC.
4. From Custom Classification to LC.
5. From Swank Classification to LC.
6. From a locally designed scheme to LC.

TABLE 5

=====

NUMBER AND PERCENTAGE OF RESPONDING LIBRARIES HAVING UNDERGONE CHANGES
IN CLASSIFICATION SCHEMES IN THE LAST 15 YEARS
(Survey item number III.1) N=45

CHANGES	NUMBER AND PERCENTAGE OF LIBRARIES	
	NUMBER	PERCENTAGE
From Dewey Decimal to Library of Congress	33	73
Modifications of Dewey Decimal	2	4
Other	8	18

=====

CRITERIA APPLIED TO SELECT AND PRIORITIZE PORTIONS OF THE COLLECTIONS
TO BE RECLASSIFIED

In the documentation, a number of libraries implied that one of the most important steps in the planning stages of a reclassification project is the establishment of criteria for selecting those materials to be reclassified. Survey item number III.4. asked respondents to indicate some of these criteria. From these results it appears that libraries (69 percent of those libraries having undergone reclassification projects) prioritize specific subject collections. A second strong priority are those materials acquired after a certain date. Publishing date of the material seems to have little impact on reclassification priorities.

TABLE 6

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CRITERIA APPLIED TO SELECT AND PRIORITIZE PORTIONS OF THE COLLECTION TO BE
RECLASSIFIED, AS INDICATED BY NUMBER AND PERCENTAGE OF LIBRARIES HAVING
BEGUN RECLASSIFICATION PROJECTS WITHIN THE PAST 15 YEARS
(Survey item number III.4.) N=45

CRITERIA	NUMBER AND PERCENTAGE OF LIBRARIES	
	NUMBER	PERCENTAGE
Specific subject collections	31	69
Materials published after a certain date	2	4
High Use	19	42
Materials acquired after a certain date	14	31
Reference collections	6	13
Active serial titles (portions of/or entire collections of serials)	6	13
Duplicate copies	5	11

99

Some of the other criteria applied to select and prioritize portions of the collection to be reclassified as mentioned by responding libraries are: materials suggested by the staff; availability of stack space for reclassified subject areas; availability of work space near the collection; projected growth of particular collections; books recalled from storage; new acquisitions that could be classed in the new system without disrupting the arrangement of counterparts remaining under the old classification system; monographs in series or continuations involving open entries; and materials of enduring value, despite acquisition or publication date.

TIME FRAMES ALLOCATED TO TOTAL RECLASSIFICATION PROJECTS

Survey item number III.5., (see Table 7) "If the intent is to reclass the entire collection, how long did or is the process planned to take?", elicited several facts about reclassification projects. Firstly, of the 73 respondents to the survey only 15 libraries responded, implying that only 21 percent have or intend to reclassify entire collections. Additionally these 15 libraries account for only 33 percent of the libraries having reclassified their collections. The implication is that there are a large number of libraries in which users must contend with two different classification systems.

The second datum emanating from Table 7 is that not one library among the respondents ventured a total reclassification project involving less than 2 years and only 2 libraries allocated from 2.1 to 5 years for total reclassification. The vast majority of libraries intending to reclassify entire collections (60 percent) planned at least 10 years for total reclassification.

TABLE 7

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TIME FRAMES ALLOCATED TO RECLASSIFICATION PROJECTS AS INDICATED
BY RESPONDING LIBRARIES INTENDING TO RECLASSIFY
ENTIRE COLLECTIONS (Survey item number III.5.) N=15

TIME FRAMES	NUMBER AND PERCENTAGE OF LIBRARIES	
	NUMBER	PERCENTAGE
Up to 1	0	0
1.1 - 2 years	0	0

*Table 3 indicates that only 10 libraries intend to reclassify 100 percent of their collections. The apparent discrepancy can be attributed to the no-response rate for Survey item number III.3.

TIME FRAMES

	NUMBER	PERCENTAGE
2.1 - 5 years	2	13
5 - 10 years	3	20
over 10 years	10	67

ORGANIZATION OF RECLASSIFICATION EFFORT

Whether or not the reclassification project is integrated into the existing cataloging department's procedures or is established as a special project seems to depend a great deal on the portion of the collection to be reclassified, the budgetary allowances, and the library's overall commitment to reclassification. For instance, of the 29 libraries that had integrated reclassification projects into existing cataloging departments, (Table 8) only seven or 24 percent intended to reclassify their entire collections, and of these seven six had allocated 10 or more years to reclassification (abstracted from Survey item number III.5 results). However the two libraries that had used all three staffing patterns (listed in Table 8) in reclassifying their entire collections, had allocated only two to five years for the project. Additionally, four libraries in commenting to survey item number III.A, "Would you do it [reclassification project] again?," stated that if the project were to be redesigned, they would either implement a crash program or a special reclassification project separate from the regular classification unit.

TABLE 8

ORGANIZATION OF RECLASSIFICATION EFFORT; AS INDICATED BY
NUMBER AND PERCENTAGE OF RESPONDING LIBRARIES INVOLVED
IN A RECLASSIFICATION PROJECT (Survey item number III.6) N=45

ORGANIZATION	NUMBER AND PERCENTAGE OF LIBRARIES	
	NUMBER	PERCENTAGE
Integrated into existing cataloging department, utilizing existing staff	29	64
Special project utilizing staff diverted from other library activities	17	38
Special project utilizing temporary staff	6	13
Combinations of the above	11	24

TYPE OF EMPLOYEES PARTICIPATING IN THE RECLASSIFICATION PROCESS

When respondents were asked to indicate the types of employees participating in reclassification projects (Survey item number III.7.), a large majority (71 percent) checked "nonprofessional cataloging staff" and nearly as many checked "professional cataloging staff" (67 percent) (Table 9).

Results also relate that staff from units other than the cataloging unit are rarely asked to participate in reclassification efforts. Table 9 also suggests libraries' apparent reluctance in utilizing temporary staff or staff not previously familiar with the library's cataloging procedures, as indicated by the comparatively low percentages of libraries employing student employees, temporary staff or staff from units other than the cataloging department in the reclassification effort.

One library mentioned in the documentation that because reclassification has dramatic effects on almost all procedures in the library, especially public services units, all departments and divisions should be consulted sometime within the duration of the reclassification project, so that all implications of reclassification may be understood and controlled.

TABLE 9

 TYPES OF EMPLOYEES PARTICIPATING IN RECLASSIFICATION PROCESS
 AS INDICATED BY NUMBER AND PERCENTAGE OF RESPONDING
 LIBRARIES INVOLVED IN A RECLASSIFICATION PROJECT
 (Survey item number III.7) N=45

TYPES OF EMPLOYEES	NUMBER AND PERCENTAGE OF LIBRARIES	
	NUMBER	PERCENTAGE
Non-professional cataloging staff	32	71
Professional cataloging staff	30	67
Student employees	18	40
Temporary staff hired for this specific purpose	11	24
Staff from units other than the cataloging department	5	11

METHODS OF COST ANALYSIS

Libraries were requested to provide available documentation concerning cost estimates for reclassification projects. From this documentation it can be observed that libraries generally predict or evaluate expenditures in one or combinations of the following four ways: procedural computations, per unit cost computations; comparative cost projection computations, and computations including network involvement cost. To illustrate these methods of cost analysis, some of the computations appearing in the documentation are included below. Cost and methods of cost analysis will vary greatly from library to library and from year to year according to existing local cataloging procedures, the size of collections, the number of books to be reclassified, the materials and supplies available, the amount of convenient working space, the qualifications of personnel involved in the reclassification project, and whether or not the library participates in a cataloging network. Therefore, any included computations should be

regarded as examples of cost analysis methods only.

Procedural Computations: In this method a computation is derived for each individual activity, such as: assigning new class numbers, pulling old card sets, filing new card sets, marking reclassified books, etc. The following example might serve as a basis for procedural cost computations on an hourly basis.

Operation	Average Hourly Production	Best Record
Subject card pulling	74 cards	126 cards
Card erasing	69 cards	120 cards
Pasting in plates	90 cards	122 plates
Etc.		

Other libraries compute cost for much broader categories such as in the following example:

<u>Type of Expense</u>	<u>Monograph</u>		<u>Microform</u>	
	<u>Title</u>	<u>Volume</u>	<u>Title</u>	<u>Volume</u>
Department supervisory expense	.47	.37	.47	.13
Professional Cataloging expense	3.09	2.43	3.09	.88
Card Typing Expense	1.20	.94	1.20	.35
Book preparation expense	.25	.19	.25	.07
Miscellaneous	<u>2.35</u>	<u>2.84</u>	<u>3.35</u>	<u>1.56</u>
Total	7.36	5.77	7.36	2.09

Per-Unit Cost Computations: Here, the total amount of money actually spent on reclassification is divided by the number of volumes reclassified, i.e. 66,200 volumes reclassified (24,364 separate titles) at a per-volume cost of less than 45 cents. An alternative method is reporting the annual cost of each category of staff as in the following example:

1/2 Professional @ \$ 9,000	\$ 4,500
1 Subprofessional @ \$ 5,000	5,000
4 Clericals @ \$4,000	16,000
3 Students	<u>3,500</u>
Annual total	\$ 29,000

Comparative Projections: Comparative projections, involving cost analysis projections for both the existing and proposed classification systems, appeared especially useful to those libraries required to submit proposals to university administrators. Here, the proposal writer is able to request a sizeable allocation for seedmoney to initiate reclassification efforts and simultaneously demonstrate to the approving body that the initial outlay and cost of maintaining the new classification system will be equal or less than the cost of maintaining and modifying the existing system. For instance one library demonstrated on a year by year basis that maintaining the Library of Congress classification system, including the reclassification project would cost less than just maintaining the Dewey Decimal system over an 11 year period. In computations such as these, projections of rising costs for personnel and materials are usually incorporated, as are the costs for making accommodations to revised editions of the Dewey Decimal Classification Schedules and projections of costs incurred through postponement of the reclassification project.

Network Involvement Cost: A library that is reclassifying using network or OCLC facilities computes telephone and terminal expenses, the cost of renting or purchasing a cathode ray tube, in addition to computations such as those discussed above. For example:

Telephone	\$ 3,600
Terminal cost	3,800
Library cost	11,000
Cards	<u>17,000</u>
	\$35,400

Some of the categories of the categories of expenses which libraries examine quite thoroughly in analyzing costs are:

Personnel

Personnel orientation expenses

Office supplies (i.e. additional typewriters, stamps, etc.)

Card set contracts

Leasing or purchasing additional copying equipment

Extra work space

Bibliographic tools (i.e. LC National Union Catalog, LC classification

(schedules, outlines, and subject headings and the supplements and cumulations of these, etc.)

Because a number of libraries integrated reclassification efforts into existing cataloging department procedures, as reported in Table 8, some were unable to compute cost estimates for reclassification alone.

METHODS IN WHICH SPLIT COLLECTIONS WERE OR HAVE BEEN SHELVED

From Survey item number 10., it was determined that 43 or 59 percent of the responding libraries had experience operating with a split collection. In deciding upon a shelving arrangement for a split collection, librarians must usually take into consideration both user and staff facility in locating materials in addition to the efficiency of any reclassification projects. From Table 10 below, it is evident that the more frequently applied method of shelving split collections is "just by classification scheme". This may account for some of the staff and user difficulties mentioned in Table 4 and its analysis, particularly when materials of similar content are classified under different schemes. However, according to data in Table 10, specific subject collections receive first priority in reclassification efforts; therefore, some of the difficulties incurred through shelving by classification scheme might be minimized.

Some of the deviations from the two choices as listed in Table 10 concerned the shelving of periodicals by title. Other comments centered around differences in divisional library arrangements and the placement of overflow in storage.

TABLE 10

METHODS IN WHICH SPLIT COLLECTIONS WERE OR HAVE BEEN SHELVED;
AS INDICATED BY NUMBER AND PERCENTAGE OF RESPONDING
LIBRARIES OPERATING WITH A SPLIT COLLECTION
(Survey item number IV.c.) N=43

METHODS	NUMBER AND PERCENTAGE OF LIBRARIES	
	NUMBER	PERCENTAGE
Just by classification scheme	23	53
By general subject (or disciplines and then by classification schemes)	13	30
Other	9	21

PROBLEMS WHICH AFFECTED USERS AND/OR STAFF IN OPERATING WITH A SPLIT COLLECTION

Survey item number IV.a. elicited some of the chief problems with which responding libraries had to contend in operating a split collection. The most serious difficulty, as shown in Table 11, concerned physical access. Many of the respondents' comments also related to this problem. With materials of similar subject matter located in two different locales and sometimes on different floors of the library staff and users occasionally found access inconvenient and at worst confusing and frustrating. The second most serious problem appears to arise from maintaining split circulation records, as reported by 60 percent of libraries operating with split collections. "Difficulties using split card catalogs" was checked by only 28 percent of the libraries. However, one library which maintained two card catalogs (one for each system) reported that public pressure was so great that the library was

forced to interfield the two catalogs'. Two libraries encountered an additional problem -- a lack of space for reclassified volumes, necessitating shift of the Dewey classified collection to storage. Another library using letters preceding Dewey numbers to indicate location, experienced user confusion with these location symbols and LC numbers. Other problems mentioned were a lack of working space in the proximity of the collection to be reclassified; backlogs created in classification and acquisition departments, LC classification disrupting the old classification scheme and schematic lines splitting divisional and/or departmental libraries. However, a number of libraries commented that any problems encountered were rather minor and far outweighed the benefits gained through converting to the new system.

TABLE 11

CHIEF PROBLEMS WHICH AFFECTED USERS AND/OR STAFF IN
OPERATING WITH A SPLIT COLLECTION AS INDICATED
BY THOSE RESPONDING LIBRARIES WITH EXPERIENCE
IN MAINTAINING A SPLIT COLLECTION
(Survey item number IV.a.) N=43

PROBLEMS	NUMBER AND PERCENTAGE OF LIBRARIES	
	NUMBER	PERCENTAGE
Physical access (i.e. difficulty in locating actual materials in split locations)	31	72
Difficulties arising from split circulation records	26	60
Difficulties using split card catalogs	12	28
Difficulty in locating material in process of being reclassified	10	23

STEPS TAKEN TO ASSIST USERS IN DEALING WITH SPLIT COLLECTIONS

In Table 12 some of the methods used to aid users are listed. Although each of these methods appears to be applied with approximately equal frequency, "printed handouts" and "graphic displays" were reported the most often (by 60 percent of the libraries operating with a split collection).

In addition to the techniques listed in Table 12, libraries employed the following methods for facilitating user access to split collections: plexiglas model of the building demonstrating the classification scheme; special notices to all faculty members, news releases to campus papers relating books in the process of being reclassified, provision of audio instruction, accompanied by a manual. Other libraries supplied the circulation department with weekly notification of Dewey numbers being reclassified.

TABLE 12

STEPS TAKEN TO ASSIST USERS IN DEALING WITH SPLIT COLLECTIONS,
AS INDICATED BY NUMBER AND PERCENTAGE OF RESPONDING
LIBRARIES OPERATING WITH A SPLIT COLLECTION
(Survey item number IV.b.) N=43

STEPS TAKEN TO ASSIST USERS	NUMBER AND PERCENTAGE OF LIBRARIES	
	NUMBER	PERCENTAGE
Printed handouts	26	60
Enhanced assistance in use of card catalogs	20	47
Graphic displays	26	60
Special emphasis in library orientation programs	22	51

REASONS FOR WHICH LIBRARIES DECIDED NOT TO RECLASSIFY THEIR COLLECTIONS

Survey item number III.A. asked those libraries which had considered reclassifying their collections, but decided against so doing, the reasons for this decision. By far the most frequently given response was "too costly", as checked by 96 percent of this particular sample group; thereby creating an obvious paradox. "Cost savings" was listed by 78 percent of the libraries as a reason for initiating reclassification projects.

For those libraries which decided not to reclassify, "too many departmental collections", "adverse effect on users", and "no perceived benefit in doing it" appear to have had minor influence on the decision.

TABLE 13

REASONS FOR WHICH LIBRARIES DECIDED NOT TO RECLASSIFY THEIR
COLLECTIONS AS INDICATED BY NUMBER AND PERCENTAGE OF
RESPONDING LIBRARIES WHICH CONSIDERED
RECLASSIFYING BUT DID NOT RECLASSIFY COLLECTIONS
(Survey item number III.2.) N=24

REASONS FOR NOT RECLASSIFYING	NUMBER AND PERCENTAGE OF LIBRARIES	
	NUMBER	PERCENTAGE
Too costly	23	96
Too many departmental collections	3	13
Adverse effect on users	5	21
No perceived benefit in doing it	8	33

III. NETWORK PARTICIPATION

GENERAL TRENDS IN NETWORK PARTICIPATION

As stated in the introduction of this report, one of the secondary objectives of the survey was to investigate the relationship between libraries' particular classification schemes on effective participation in cataloging networks and some of the various characteristics of network participation.

Responses to Survey item number I.E. indicate that 38 or 52 percent of the responding libraries participate in a cataloging network. Of those cataloging networks mentioned all but the University of California Bibcenter use OCLC.

Aside from the networks listed in Table 14, some libraries reported participation in the Pittsburgh Regional Library Center, University of California Bibcenter, Higher Education Coordinating Council, and SUNY/OCLC.

TABLE 14

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NUMBER AND PERCENTAGE OF RESPONDING LIBRARIES
PARTICIPATING IN CATALOGING NETWORKS
(Survey item number I.E.b.) N=38

CATALOGING NETWORK	NUMBER AND PERCENTAGE OF LIBRARIES	
	NUMBER	PERCENTAGE
Faul	2	5
Solinet	10	20
Nelinet	11	30
Palinet	3	8
Other	10	26

The trend of libraries participating in cataloging networks is evident from the data in Table 15 below. Two-thirds of those libraries indicating participation in a network have been involved only within the past two years; a number of other libraries indicated that they would begin participation within the next few months.

TABLE 15

=====

TIME PERIOD IN WHICH LIBRARIES HAVE BEEN PARTICIPATING IN
A CATALOGING NETWORK, AS INDICATED BY NUMBER
AND PERCENTAGE OF RESPONDING LIBRARIES
(Survey item number I.C.2.) N=38

TIME FRAME	NUMBER AND PERCENTAGE OF LIBRARIES	
	NUMBER	PERCENTAGE
Up to one year	13	34
1-2 years	12	32
3-5 years	6	16
More than 5 years	2	5
No response	5	13

Combining the results of survey item numbers I.D. ("Classification system in use:") and I.E. ("Does the library participate in a cataloging network, such as NELINET; FAUL; SOLINET, etc.?",) reveals that 33 or 87 percent of those responding libraries participating in a cataloging network use the Library of Congress Classification Scheme; three libraries or 7 percent use Dewey Decimal and 10 libraries or 26 percent use both Library of Congress and Dewey Decimal. Whereas 80 percent of the responding libraries using the Library of Congress Classification Scheme participate in a cataloging network, only 33 percent of the libraries using the Dewey Decimal system participate in networks.

CHANGES IN STAFFING PATTERNS; ORGANIZATION, AND PROCEDURES OF TECHNICAL
PROCESSING OR CATALOGING UNITS AS A RESULT OF NETWORK PARTICIPATION

The purpose of Table 16 is to display the types and intensities of changes occurring in staffing patterns; organization of the technical processing or cataloging units; and in the actual technical processing procedures of libraries, as a result of cataloging network participation. The results do demonstrate that cataloging network participation does generate the types of changes listed in Table 16 among nearly half of the responding catalog network participants; however much of the more descriptive information regarding modifications incurred appeared in the documentation and will be discussed to greater extent in later paragraphs.

TABLE 16

NUMBER OF RESPONDING LIBRARIES INDICATING CHANGES IN STAFFING PATTERNS;
ORGANIZATION OF TECHNICAL PROCESSING OR CATALOGING UNITS;
AND TECHNICAL PROCESSING PROCEDURES AS A RESULT
OF PARTICIPATION IN A CATALOGING NETWORK
(Survey item number II.A., B., and C.) N=38

TYPES OF CHANGES	NUMBER	PERCENTAGE OF LIBRARIES
Changes in staffing patterns	17	45
Functional reorganization of the technical processings or cataloging department	16	42
Procedural changes in technical processing	17	45

Respondents were also asked to specify the types of changes occurring in staffing patterns. Table 17 demonstrates that the most prevalent modifications were decreases in the number of both professional and nonprofessional staff, although some libraries related in comments and documentation that a decrease in professional staff resulted in a trade-off for an increase in the number of non-professional staff, as is also evidenced by Table 17.

TABLE 17

TYPES OF CHANGES OCCURRING IN STAFFING PATTERNS AS A RESULT
OF NETWORK PARTICIPATION AS INDICATED BY
NUMBER OF RESPONDING LIBRARIES
(Survey item number II.A.) N=17

TYPES OF CHANGES	NUMBER OF LIBRARIES
Decrease in professional staff	10
Increase in professional staff	1
Decrease in nonprofessional staff	6
Increase in professional staff	5

Many of the changes occurring in the ratio of professional to nonprofessional staff may be attributed to the automated aspects of cataloging networks. As is related through the documentation and comments to Survey item number II.A.B., and C., clericals were often assigned new tasks such as 'tagging', 'terminal operation', and 'processing of OCLC cataloging'. New staff positions were also created for professional staff, such as 'coordinator of automated activities', and 'computer applications expert'. As one library described, there appears to be 'redirecting of work flow toward the OCLC terminal'.

Other organizational modifications resulting from network participation were the establishment of new departments and/or the uniting of existing departments. These included the creation of a 'searching unit' to process the bulk of OCLC cataloging, operated entirely with nonprofessional staff, and in another case, the creation of an authority file unit. Also reported was the grouping together of the pre-professional and clerical staffs from the cataloging and acquisition departments to form a single technical processing unit. Another case cited was the splitting of the acquisitions department into a selection department and an order section of the processing department. One library related a change to a more integrated relationship between the cataloging and processing units, rather than the pre-existing systematic flow of materials from the former to the latter.

However, it is within the procedural framework of cataloging and processing departments that the dynamics of network participation are most evident. Here, too, the implementation of automated facilities appears to have most altered existing procedures. This aspect of network participation has engendered on-line editing, on-line pre-cat searching, and OCLC catalog card production. Other reported procedures have been implemented involving the sorting of titles into categories -- those to be processed through network facilities and those for which this is not possible; coding of original cataloging; precataloging those titles for which a record is discovered during acquisition procedures; acceptance of Library of Congress shelf-listing policies; interception of all LC subject headings alien to the library, so that "see" and "see also" references can be made. Additionally, to reduce cataloging backlog, a change in the procedures for locating books-in-process was reported at one institution. Other libraries have indicated a number of dropped procedures, such as assigning of original Cutter numbers. In addition, reduction in the acquisitions pre-order searching has occurred in at least one library. In some cases there has been virtual elimination of local card reproduction and local assignation of subject headings. As a result of these modifications and other implications of network participation, reduction in cataloging backlog was reported by a number of libraries.

IV. SUMMARY

The Table entered below represents some of the major trends elicited from the preceding tables. Care should be applied in comparing any of the percentages as many of them are based upon different sample groups, depending upon the particular survey question. The footnotes listed following the Table should help clarify the basis for the percentages.

TABLE 18

SUMMARY OF SURVEY RESULTS

CHARACTERISTIC	PERCENTAGE OF LIBRARIES
Libraries having changed classification schemes in the last 15 years'	62
Libraries changing classification systems as a result of :	
a. Potential cost savings :	78
	111

TABLE 18 (CONT'D)

SUMMARY OF SURVEY RESULTS

b. Potential decrease in throughput time for processing materials ³	78
c. Classification scheme more suited to collection ³	69
Libraries holding one to three million volume ¹	64
Libraries reclassifying up to 40 percent of collections ³	49
Libraries changing from Dewey Decimal to Library of Congress Classification Scheme	73
Libraries prioritizing specific subject collections for reclassification ³	69
Libraries integrating reclassification projects into existing cataloging departments, utilizing existing staff ³	64
Libraries using nonprofessional cataloging staff in reclassification effort ³	71
Libraries using both professional and nonprofessional cataloging staff in reclassification project ³	62
Libraries which did not reclassify their collections because project was considered too costly ⁴	96
Libraries having experience operating with a split collection ¹	59
Libraries operating with a split collection and experiencing user difficulties due to physical access (i.e. difficulty in locating actual materials) ³	72
Libraries providing graphic displays and/or printed handouts to aid users in dealing with a split collections ³	60
Libraries shelving split collections by classification scheme ³	53
Libraries using only Library of Congress Classification Scheme ¹	56
Libraries participating in a cataloging network ¹	52
Libraries participating in a network using OCLC ²	97
Libraries participating in a network only one year or less than one year ²	34

TABLE 18 (CONT'D)

SUMMARY OF SURVEY RESULTS

Libraries experiencing changes in staffing patterns as a result of network participation ²	45
Libraries experiencing functional reorganization as a result of network participation ²	42
Libraries experiencing procedural changes in technical processing as a result of network participation ²	45

-
1. Percentage based on responding libraries sample (73 libraries).
 2. Percentage based on network participant sample (38 libraries).
 3. Percentage based on reclassified libraries sample (45 libraries).
 4. Percentage based on the sample of libraries which had considered reclassifying collections but decided not to reclassify (24 libraries).

ASSOCIATION OF RESEARCH

LIBRARIES

December 13, 1974

OFFICE OF UNIVERSITY LIBRARY MANAGEMENT STUDIES
Jeffrey J. Gardner, Management Research Specialist

TO: SPEC Liaison
FROM: Jeffrey J. Gardner

I would greatly appreciate your cooperation in completing the enclosed survey on reclassification projects, operating with split collections, and the impact of participation in cataloging networks on reclassification, and returning it to me, at the SPEC Office. In many cases you will wish to seek the assistance of an individual in the cataloging department in completing the survey.

The survey is being carried out at the suggestion of the University of Kentucky Library which is subsidizing the costs. However, we shall make the information available to all ARL libraries through SPEC Flyers and SPEC kits in the near future.

While there are a number of specific questions in the survey, in many respects Section V, documentation, is the most important. Our past experience indicates that documentation is the most useful and interesting part to the membership.

The survey has been designed to be answered by checking boxes whenever possible and we hope it can be answered without too great a time commitment. We would greatly appreciate a response by 17 January, if at all possible. If you have any questions regarding the survey, please call me at the number below. Thank you.

JJG:jse

please return with Documentation to:

Systems and Procedures Exchange Center
Association of Research Libraries
1527 New Hampshire Ave., N.W.
Washington, D.C. 20036

Phone (202) 232-8656

The intent of this survey is to identify various approaches to issues related to the reclassification of library collections, operating with split collections, and the relationship of libraries' particular classification schemes on effective participation in cataloging networks.

I. Institutional Data

A. Name of Library: _____

B. Person Responding: _____

1. Title: _____

2. Phone: _____

C. Number of volumes in library (approx.): _____

D. Classification System in Use:

_____ Dewey Decimal

_____ Library of Congress

_____ Other -- Name: _____

E. Does the Library participate in a cataloging network, such as Neline, Faul, Solinet, etc.?

() Yes () No

If yes, what is that network? _____

1. Does it utilize OCLC?

() Yes () No

2. How long has your library been participating?

() Up to one year

() 1-2 years

() 3-5 years

() more than five years

II. Impact of Participation in Cataloging Network

This section should be answered only if the library has experience in participating in a cataloging network. Otherwise, skip this section and move to section III.

- A. Has participation in the network resulted in changes in staffing patterns?

☐ Yes ☐ No

If yes, how would you categorize the major change(s):

☐ Decrease/increase (cross out one) in professional staff devoted to cataloging

☐ Decrease/increase (cross out one) in nonprofessional staff devoted to cataloging

☐ Other (describe briefly): _____

- B. Has participation in the network resulted in a functional reorganization of the technical processing or cataloging department(s)?

☐ Yes ☐ No

If yes, please describe briefly and/or include any relevant documentation such as organization charts, flow charts, committee reports, etc.

- C. Has participation in the network resulted in any major procedural changes in technical processing?

☐ Yes ☐ No

If yes, describe briefly and include any available, relevant documentation.

III. Has your library undergone a change in classification schemes in the last 15 years?

() Yes

() No

If yes, answer the following:

1. What was the nature of the change?

() From Dewey Decimal to Library of Congress

() Other (describe) _____

2. What were the primary reasons for changing?

() requirement to participate in cataloging network

() judgment that benefits of cataloging network participation would be enhanced by the change _____

() classification scheme more suited to collection

() potential cost savings

() potential decrease in throughput time for processing materials

() Other (describe briefly): _____

3. Approximately what portion of the previously classified collection has been, or is being reclassified:

() 100%

() 80%

() 60%

() 40%

() 20%

() 10%

4. What general criteria were applied to select and prioritize the portions of the collection to be reclassified?

☐ high use

☐ specific subject collections

☐ materials published after a certain date

☐ materials acquired after a certain date

☐ Other (describe): _____

5. If the intent is to reclass the entire collection, how long did or is the process planned to take?

☐ 0-1 year

☐ 1.1 - 2 years

☐ 2.1 - 5 years

☐ 5 - 10 years

☐ over 10 years

6. How was/is the reclassification effort organized?

☐ Integrated into existing cataloging department, utilizing existing staff

☐ Special project utilizing staff diverted from other library activities

☐ special project utilizing temporary staff

☐ Other (describe): _____

7. Who participated in the process?

- ☐ student employees
- ☐ temporary staff hired for this specific purpose
- ☐ professional cataloging staff
- ☐ non-professional cataloging staff
- ☐ staff from units other than the cataloging department
- ☐ Other (describe): _____

8. If the library has cost estimates related to the process, describe briefly or provide available, relevant documentation.

9. Would you do it again?

- ☐ Yes
- ☐ No

If no, explain: _____

III. A. If the library considered reclassifying the collection and decided against it, what were the chief reasons?

- ☐ too costly
- ☐ too many departmental collections
- ☐ adverse effect on users
- ☐ no perceived benefit in doing it
- ☐ Other (describe): _____

IV. Has the library had experience operating with a split collection?

() Yes

() No

If yes, please answer the following:

a. What were the chief problems which affected users and/or staff as a result of the split collection?

() difficulties using split card catalogs

() physical access (i.e. difficulty in locating actual materials in split locations)

() difficulty in locating material in process being reclassified

() difficulties arising from split circulation records

() Other (describe briefly): _____

b. What steps were taken to provide assistance to users in dealing with split collections?

() printed handouts

() enhanced assistance in use of card catalogs

() graphic displays

() special emphasis in library orientation programs

() other (describe): _____

c. How were/are split collections shelved?

() just by classification scheme

() by general subject (or disciplines) and then by classification schemes

() other (describe briefly): _____

V. Please forward copies of available, relevant documentation for the SPEC files and check (✓) those forwarded. The list below is intended to be illustrative, but not necessarily comprehensive.

- Committee reports dealing with reclassification projects, split collections, cataloging networks
- Cost studies for reclassification projects
- User study results related to use of split collections
- Organization charts, flow charts, etc. illustrating impact of participation in cataloging networks
- Policy statements related to reclassification projects or split collections.
- Written procedures related to reclassification projects or split collections
- Flow charts illustrating reclassification process
- Materials developed to assist users in dealing with split collections